U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED018717

TENNESSEE STATE PLAN
TITLE I, HIGHER EDUCATION ACT OF 1965

May 17, 1966

FISCAL YEAR 1966 ANNUAL AMENDMENT

FISCAL YEAR 1967 ANNUAL AMENDMENT

FISCAL YEAR 1968 ANNUAL AMENDMENT

TENNESSEE STATE PLAN
FOR COMMUNITY SERVICE AND CONTINUING EDUCATION UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P.L. 89-329) and the Regulations promulgated thereunder (45 C.F.R., Chapter I, Part 173).

Approved by The University of Tennessee

on May 17, 1966.

The University of Tennessee

By /s/ Hilton A. Smith

By /s/ J. E. Arnold

This is to certify that The University of Tennessee has been designated as the State Agency for the development and adminsitration of activities in Tennessee under Title I by Governor Frank G. Clement, and such designation approved by the Commissioner of Education, USOE.

Approved
June 15, 1966

Date on which plan or ammendment is effective: Assoc. Commissioner
BAVE

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached state plan was duly adopted by the state agency on May 17, 1966, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

May 18, 1966	/s/ Herman E. Spivey
(date)	(signature)
	Academic Vice President
	(title)

State of Tennessee. I hereby certify that The University of Tennessee, the state agency named in the plan, is the sole state agency for administration of the plan or for supervision of the administration of the plan; and that such state agency has authority under state law to develop, submit, and administer or supervise the administration of the plan and that all provisions contained in the plan are consistent with state law.

May 19, 1966	/s/ Frank G. Clement
(date)	(signature)
	Governor
	(title)

See Exhibits H and I in the Appendix for designation by the Governor of Tennessee and acceptance by the U. S. Commissioner of Education.

TITLE I, HIGHER EDUCATION ACT OF 1965

AMENDMENT
TO
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P. L. 89-329) and the Regulations promulgated thereunder (45 C. F. R., Chapter I, Part 173).

Approved by The University of Tennessee

on October 27, 1967

The University of Tennessee

By /s/ Hilton A. Smith

By /s/ J. E. Arnold

This is to certify that the University of Tennessee has been designated as the State Agency for the development and administration of activities in Tennessee under Title I by Governor Frank G. Clement, and such designation approved by the Commissioner of Education, USOE.

Date on which amendment is effective: March 22, 1968

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached amendment (five amended pages) was duly adopted by the State Agency on October 27, 1967, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

Nov. 2, 1967 (date)

/s/ H. E. Spivey (signature)

Academic Vice President (title)

State of Tennessee. I hereby certify that the attached amendment (five amended pages) of the State Plan submitted pursuant to Title I of the Higher Education Act of 1965 is in itself consistent with State law; and that, as amended, the said State Plan as a whole is consistent with State law.

Nov. 7, 1967 (date)

/s/ Buford Ellington (signature)

Governor (title)

TENNESSEE STATE PLAN
FOR A COORDINATED STATEWIDE ADULT EDUCATION PROGRAM
UNDER TITLE I

The Tennessee plan is hereby submitted to the United States Commissioner of Education for approval for participation in the grant program authorized by Public Law 89-329, approved November 8, 1965.

This plan is the result of eight months work in designing a program of statewide adult learning, but it is a beginning, too, in a meaningful way; the beginning of a cooperative program that can involve every institution which engages in adult education or community development on the college level. The plan sets forth the policies, methods, and procedures to be followed in order for these institutions to participate in the Federal program.

The University of Tennessee, through its Division of University Extension, will be the sole agency responsible for the administration of the plan. Dr. James E. Arnold, as the Dean of the Division of University Extension, will exercise overall responsibility for the administration of the plan. Under the Dean of the Division of University Extension, the designated official for correspondence concerning Title I is Dr. Nolen E. Bradley, Director of the State Agency for Title I, Division of University Extension, University Extension Building, The University of Tennessee, Knoxville, Tennessee 37916. Dr. Bradley is the officer having authority to authorize expenditures under the plan. The official responsible for the receipt and disbursement of Federal funds is J. J. Walker, Treasurer of The University of Tennessee.

The University of Tennessee has consulted with the State Advisory Council with respect to policy matters arising in the development of the State plan and will consult on policy matters arising in the administration of the plan, and the development and administration of any amendments thereto. The University will notify the Commissioner of Education within fifteen days of changes in the composition of either the State Agency or the State Advisory Council.

In the remainder of the plan, there will be six sections and an Appendix: (1) the concept of the plan in Tennessee; (2) premises of the plan; (3) a brief report of the development of the plan; (4) a description of the administrative structure for the plan; (5) a report on programming for the plan in the initial stages; (6) the full plan with budget request for Fiscal Year 1966; and an Appendix which contains certain documents of interest which should not properly be a portion of the plan itself.

Concept of the State Plan. The Tennessee plan is based on the recognition during thirty-five years of adult teaching in the state that the communities have problems of growth, of urbanization, of changing technology, of out-migration and often in-migration, and most of all, problems of its work and living time. Title I is dedicated to taking advantage of the skills and knowledge of the universities by putting these resources to work for the community. In Tennessee this dedication becomes complete in the field where the work must be done.

(Amended 10-7-66)

The hard core of this plan is a concept of programming that insists on statewide cooperation between all institutions that desire to participate and are qualified to do so even in a limited manner. The aim is to coordinate all facets of the program into a unified, consistent approach to reaching community needs by education. This concept is not easy to implement, of course, since cooperation is often tedious to obtain in practice, and coordination of the efforts of some forty-eight institutions of higher learning and many agencies other than college and universities will require a high level of skill and ingenuity. But that is the programming concept of the Tennessee plan, and it is fully expected that it will be followed in the years ahead.

There are some basic principles upon which this plan is built. Some are philosophical, and some are concerned with the necessary practical matters of running the statewide system with efficiency. President Johnson has stated one of the strong philosophical principles: "The role of the university must extend far beyond the ordinary extension-type operation. Its research findings and talents must be made available to the community. Faculty must be called upon for consulting activities. Pilot projects, seminars, conferences, TV programs, and task forces drawing on many departments of the university--all should be brought into play. This is a demanding assignment for the universities, and many are not now ready for it. The time has come for us to help the university to face problems of the city as it once faced problems of the farm." Such an approach clearly calls for the development by the universities of a body of community leaders with a broad and unbiased knowledge of the resources that can be utilized for the good of the communities. This leadership must be creative and persuasive enough to carve out a significant educational program from the raw stock of government leaders, educational leaders, non-governmental groups, and unorganized citizens.

What all this means in practice is a great deal of hard application of the full range of resources in Tennessee to assist people in solving or at least in understanding better their community problems. A coordinated plan requires careful consideration of (1) the identity of community needs and problems; (2) an analysis of the problems; (3) the establishment of priorities of programming; (4) the development of educational plans; (5) the implementation of the plans with firm goals, yet with enough flexibility to allow for changes as experience dictates; and (6) and evaluation of the work during and after each program.

In Tennessee, it is thought that a serious mistake would be made if planning is permitted on separate and unrelated projects aimed at isolated aspects of the total community problem. Attention must be focused on the total community context in which the problems exist: the relationship of education to community economic development; the strong ties between public health and local government; school drop-out problems in relation to home environment, nutrition, and job opportunities in the community; and many similar interrelationships. It is believed that any approach from which a high degree of success is expected must be inter-faculty, inter-institutional, and coordinated with insight by the administrative agency.

Premises of the Plan. The Tennessee state plan, of course, has been developed along lines defined in the Higher Education Act, Title I. A community service program in Tennessee, as in the Act, will be defined as "an educational program, activity or service, including a research program and a university extension or continuing education offering which is designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems . . . ." Any proposed activity must not be otherwise available in order to be acceptable to the state plan, and all projects must be consistent with the institution's normal educational program in order to utilize the special resources of the institution. If a program includes courses as all or part of its totality, such courses must be university extension or continuing education courses on a college level.

In Tennessee, The University of Tennessee has been designated by the Governor of Tennessee as the administering agency for Title I, and an Advisory Council has been appointed jointly by the Governor and the President of the University to offer counsel in all aspects of initiating and implementing the state plan. In conformance with Section 105 of Title I of the Higher Education Act, this plan will contain statements on the following matters, and the accuracy of such statements will be attested to by the signatures appearing on the face sheet of this plan:

(1) that The University of Tennessee is the sole administering agency for the plan;

(2) that the plan sets forth a comprehensive, coordinated, and statewide system of community service programs for which funds allotted to the state will be spent;

(3) that funds from Federal allotment will be allocated to institutions of higher learning according to capacity and willingness to provide effective community service within the framework of the state plan;

(4) that all programs proposed in the plan are needed in the localities identified and are designed in such a way as to assure their feasibility;

(5) that periodic evaluations of need and effectiveness of the various programs will be made;

(6) that Federal funds will supplement and to a very large extent will increase funds otherwise available for community service programming;

(7) that the plan sets forth a system of fiscal controls and fund accounting that will assure proper disbursement of and accounting for Federal funds, and that the plan provides for periodic reports and accounting procedures.

One of the premises on which the plan is built is the determination that only community problems with a high priority will be selected for funding, and the concomitant policy that only those institutions of higher learning which are qualified and willing to participate in the program will be invited to do so.

For fiscal 1966, because of the brief time available for initiating the program, community problems were identified by two or more institutions of higher learning in or near those communities which were selected for the annual program plan. It was possible to identify a score of pressing community problems, some local in nature but most of them statewide in scope, for the immediate practical matter of submitting a plan for 1966. The few local problems identified were approached through the device of a pilot program to ascertain directions that may be used in other communities of the state where similar problems exist.

But it is the intention of the state agency to enter into more extensive and perhaps more reliable documentation of problems in succeeding annual program plans. Work will begin immediately to identify the most pressing community problems by moving a task force of educators into the communities for lengthy discussions with government, educational, and civic leaders on the entire matter of the role of adult education in approaching clearly-stated problem areas. Program Number One, in fact, in the 1966 Program Plan is a program of identification of community needs.

Criteria for making selections of high priority need will be established after seeking opinion of community leaders, making observations, studying statistics, consulting with educators, and working extensively with the staff of participating institutions in the community or institutions which specialize in problem areas.

Every participating institution in Tennessee must be an educational institution which admits only high school graduates or equivalent, awards a bachelor's degree or provides two years of work acceptable toward a degree, is a public or other non-profit institution, and is accredited by a nationally recognized accrediting agency, or if not so accredited, is an institution whose credits are accepted as transfer credits by at least three accredited institutions. In addition to those criteria, the state agency will consider whether the participating institution has the capacity and willingness to participate, whether the program under consideration will utilize the special capacity of the institution, whether the program under consideration will be consistent with the total program of the institution, and whether the institution agrees to the provisions contained in Exhibit G of the Appendix concerning maintenance of effort on the 1965 level, compliance with the Civil Rights Act, and provision of the non-Federal share of community services expenditures.

The state agency agrees that no participating institution may secure funds for community service programs provided by a school or department of divinity, but programs from other units of an institution having such a department or school of divinity will not be excluded. No program may be related to sectarian instruction or religious worship.

The Development of the Tennessee Plan. Although of no immediate significance to the 1966 Tennessee state plan, it is interesting to note that The University of Tennessee involvement in the whole matter of obtaining Federal funds for adult education in the states began more than twenty-five years before the

Higher Education Act was passed. A former Dean of University Extension, F. C. Lowry, was prominent in the National University Extension Association when Congressman Ellis introduced HR 9701 on May 8, 1940, requesting funds for continuing education. That effort failed, but the legislative activity of the NUEA has continued throughout the past twenty-five years, including efforts by Dean Lowry until his retirement in 1955 and since then by his successor, Dean J. E. Arnold, who has been a member of the NUEA Legislative Affairs Committee and a prominent figure in many hearings and conferences with the Congress.

Because the University has been close to the entire progress of the 1965 Act, Public Law 89-329, much work was done prior to the passage of the bill in staff consultation, faculty involvement, and general planning for a coordinated statewide plan. In fact, the organized and extensive efforts to involve the other institutions of higher learning in the state actually began before the passage. Anticipating the passage of the bill, Governor Frank G. Clement stated his intention of naming The University of Tennessee as administering agency for the project in a letter to Dr. A. D. Holt on June 4, 1965. This letter is designated Exhibit A in the Appendix. On June 29, Dean Arnold received instructions from Dr. H. E. Spivey, Vice President for Academic Affairs, to proceed with the preliminary work incident to writing a state plan. Several staff meetings resulted in a logical development of steps to follow throughout the summer and early fall of 1965.

On July 12, Dr. Robert S. Avery, Assistant Vice President for Academic Affairs, issued a memorandum to the academic deans of the University requesting the assistance of the faculty in a three-month investigation into programming possibilities at The University of Tennessee preparatory to engaging in a similar study of possibilities in the other colleges and universities of the state. This investigation was made during July, August, and September, and a progress report was given to the President's office on September 9. Dr. Avery's letter and the progress report are designated Exhibits B and C, respectively, in the Appendix.

Staff consultation determined that efforts must begin at once to involve the other institutions in the state plan, so Dr. Holt sent a letter to all of the forty-eight accredited colleges and universities in the state on October 28, asking for their cooperation in creating and implementing the state plan, and identifying Dean J. E. Arnold as the University official to whom responsibility for visiting the campuses and explaining the project was given. Dr. Holt's letter and a list of the institutions who received it are designated as Exhibits D and E, respectively, in the Appendix.

Of the forty-eight institutions contacted by Dr. Holt, twenty-one requested a visit from Dean Arnold and subsequently seventeen submitted one or more proposals. This initial response does not, of course, represent any final participation, since The University of Tennessee will continue to contact the other institutions and indeed has received notice from two or three that proposals will be submitted shortly. The institutions visited by the Division of University Extension staff included the following:

Austin Peay State College, Clarksville
Bethel College, McKenzie
Carson-Newman College, Jefferson City
The University of Chattanooga
East Tennessee State University, Johnson City
George Peabody College for Teachers, Nashville
Knoxville College, Knoxville
Lambuth College, Jackson
Le Moyne College, Memphis
Lincoln Memorial University, Harrogate
Maryville College
Meharry Medical College, Nashville
Memphis State University
Middle Tennessee State University, Murfreesboro
Southern College of Optometry, Memphis
Southwestern at Memphis
Tennessee Agricultural and Industrial State University, Nashville
Tennessee Technological University, Cookeville
Tennessee Temple College, Chattanooga
The University of Tennessee at Knoxville, Memphis, and Martin
Vanderbilt University, Nashville

State Advisory Council for Title I. On December 28, 1965, shortly after the Governor had officially designated The University of Tennessee as the administering agency for Title I, an Advisory Council for activities under the Act was formed by Governor Clement and Dr. Holt jointly. The letter from the Governor to the members of the Council is designated Exhibit F in the Appendix. The Advisory Council for the Tennessee State Plan includes:

Representing the State Board of Education:
  Mr. James H. Jones, Mt. Pleasant
  Commissioner J. H. Warf, Chairman of State Board

Representing private or independent colleges and universities:
  Dr. LeRoy A. Martin, Chancellor, The University of Chattanooga
  Dr. Hollis A. Moore, Jr., Academic Vice President, George Peabody College, Nashville
  Dr. Hollis F. Price, President, Le Moyne College
  Dr. Rob Roy Purdy, Vice Chancellor, Vanderbilt University
  Dr. James S. Wilder, Jr., President, Lambuth College, Jackson

Representing public institutions of higher education:
  Dr. Edward J. Boling, Vice President for Development, The University of Tennessee
  Dr. Quill E. Cope, President, Middle Tennessee State University
  Dr. W. S. Davis, President, Tennessee A. & I. State University
  Dr. Everett Derryberry, President, Tennessee Technological University and Chairman of the President's Council of State Board Institutions
  Dr. C. C. Humphreys, President, Memphis State University
  Judge William Miller, U. S. Court House, Nashville

(Amended 6-27-67)

Representing business-industry:
  Mr. Hugh T. McDade, Alcoa of Tennessee

Representing Labor:
  Mr. Matthew Lynch, President, Tennessee Labor Council, Nashville

Representing higher education staff of the State Department of Education:
  Dr. H. R. Ramer, Assistant Commissioner, Higher Education

Representing community services and civic associations:
  Mr. Herbert J. Bingham, Executive Director, Tennessee Municipal League
  Mr. Robert S. Hutchison, Executive Director, Government-Industry-Law Center
  Mr. Lester H. Robb, Executive Director, United Givers Fund, Nashville
  Mr. James Tipton, Jr., Executive Director, Tennessee County Services Association

Administrative Structure of the Plan. The administrative structure includes three primary elements: the State Advisory Council for Title I, The University of Tennessee as coordinating agency, and the other colleges and universities in the State as supporting institutions. Many other groups, such as the business, labor, and industrial communities, trade associations, social welfare agencies, every State government agency, and many others will be important assets to individual facets of the plan.

The receipt of proposals, staff work on refinements, administration of funds, reports, and all the extensive actions of implementing the plan will be assigned to the Division of University Extension of The University of Tennessee. All aspects of the State Plan, including budgeting, allotment of funds, approval or disapproval of individual programs, and counsel on the coordination of all activities in the State will be taken before the State Advisory Council for advice and assistance. This procedure will become clear in the following detailed explanation.

(1) Academic Control of the Program. The Vice President for Academic Affairs of The University of Tennessee will be directly responsible for a final assessment of the integrity and value of the programming under Title I. It is clear, of course, that rigid standards will be imposed by the participating institutions on all proposals they submit, and similar standards will be followed by The University of Tennessee faculty. The Advisory Council will also reflect upon the soundness and appropriateness of all programs.

(2) Fiscal Control of the Program. This will be the ultimate responsibility of the Vice President for Finance of The University of Tennessee, although again, as in academic standards, it is fully expected that fiscal procedures of all participating institutions will be standard high quality. Further information on fiscal matters will be provided later in the report. Indirect costs on the programs may be charged in accordance with Bureau of the Budget Circular A-21 as amended. Participating institutions with an approved indirect cost rate from any federal agency will be allowed to charge an amount not to exceed this approved rate as a part of program costs. Those participating institutions without an approved indirect cost rate may charge as indirect costs an amount not to exceed 20 percent of direct salaries and wages.

(Amended 10-27-67)

(3) Development and Operational Control of the Program. This will be the responsibility of the Dean of University Extension. A Title I staff will be employed to develop programs with other institutions and University of Tennessee departments, to administer such programs, and to evaluate and report upon the several projects periodically. It is the intention of the Division to organize a new department for development and administration of Title I work, but at the same time retain the flexibility and strength of the present departments for servicing programs that originate with The University of Tennessee. The Division at present is organized by service departments, such as correspondence study, evening schools, film services, and library services. These units will assist in providing the skills and knowledge needed to operate programs of the University, and other institutions throughout the State will have similar operational units as they see fit. Participating institutions may request assistance in operational matters from University Extension if desired.

It is contemplated that the program will grow in the next two or three years to the point when the Title I staff of the Division of University Extension will have personnel in several areas such as (1) continuing education for the professions; (2) liberal or general education for participation in today's society; (3) continuing education for the non-professional work force; (4) adult education that does not emphasize work skills, for special groups such as the aging and community leaders; (5) research and informational services to community groups; and (6) analyzing community needs for Title I activity, evaluating programs, and reporting on results. These units will have the responsibility of coordinating the entire Statewide program, working closely with all institutions, and generally acting as catalysts for the programming.

In summary, then, the development of programming will be in the hands of The University of Tennessee personnel in the Division of University Extension Title I department, working in a cooperative and coordinating manner with the faculty of the University and other institutions. The implementation of programs under University direction will be vested in the various operating departments, and in other institutions in whatever unit they designate. The Division of Extension departments of broadcasting, extension classes, evening schools, correspondence, municipal advisory service, conferences, film services, and library services will be available and willing to consult with the other institutions on operational matters upon request.

(4) Receipt and Development of Proposals. All accredited public and private institutions of higher learning in Tennessee have been invited to submit proposals for programs under the terms of Title I. This invitation will be repeated at frequent intervals; in fact, it is a standing invitation that will be emphasized by The University of Tennessee at every opportunity. Each year each institution will be given at least three months notice of the final date on which proposals may be submitted in order to be eligible for funding during the next fiscal year. Normally, the annual amendment to the State Plan each year will be filed with the U. S. Office of Education not later than June 30, for the next fiscal year beginning July 1. Thus, the final date for submission to the State Agency in order to allow sufficient time for revisions, institutional consultation, and final preparation, will ordinarily be April 1 of the year preceding the beginning of the next fiscal year. All institutions

(Amended 10-27-67)

of higher learning in the State will be notified of this date by January 1 or three months prior to the date. This time schedule for solicitation and submission of proposals may be amended at the discretion of the State Agency when warranted by unusual circumstances.

It must be emphasized here that staff work will proceed continuously between The University of Tennessee personnel and appropriate personnel at the other institutions to discuss community needs, directions of current and future programs, possible projects for the ensuing year, and other matters that will be necessary to assure a coordinated program. In view of this effort, there should be no difficulty in meeting filing dates, since work will be constant and in close association with all institutions that show interest.

(5) Criteria for Program Proposals. It is expected that a set of reasonable and concise criteria will assist all institutions in preparing proposals for submission. All proposals (1) must be feasible within the resources of the institution proposing them; (2) must be desirable from the viewpoint of the intentions of the Act to assist communities in the solution of problems through new, expanded, or improved community service programs; (3) must be college level if courses are involved, but it should be understood that some persons who were not graduated from a secondary school may still participate; (4) must be needed in the communities identified; (5) must commit the institution to providing from its own resources 25 per cent of the total cost during Fiscal Years 1966 and 1967 and 50 per cent for the next three succeeding fiscal years, and must involve administration support and faculty participation; (6) must include a procedure for evaluation and for reporting of such evaluation of the program; and (7) must clearly be a part of and contribute significantly to the total coordinated Statewide program of education for community services.

The University of Tennessee will assure that all participating institutions will certify that the proposed program is not otherwise available, is consistent with the institutional program, is within the special abilities of the institution and its staff, and that all courses are of college level. Copies of such certification will be maintained by the State Agency for examination by the Commissioner upon request.

(6) Processing of Proposals. No proposal will be rejected by reason of the omission or incomplete treatment of any of the criteria listed above, provided alterations or additions are made to meet the criteria. The Title I staff of the State Agency has the responsibility of consulting with all institutions to clear up any uncertain matters and to assist in the preparation of proposals that meet all of the criteria.

It is clear, then, that the final decision must be based on some subjective analysis of objective criteria, and a system of priorities must be established to enable the State to make the most effective use of the funds available. The following processing should provide an effective procedure for handling proposals, and should

(Amended 10-27-67)

assure every institution of careful consideration of its proposals and a reasonable method of requesting a hearing if rejections are not acceptable.

Upon receipt of proposals, the Title I staff will evaluate them and do the necessary contact work to assure their completeness and adherence to the criteria as far as possible. When all possible alterations and additions are made, the staff will establish a list of priority ratings for the total number of proposals. This list, complete with budget figures for each proposal and for the total list, will be forwarded to the Dean of the Division of University Extension.

The Dean, with the help of the Division advisory committee made up of senior staff members of the Division not concerned with Title I directly, will alter or approve the list as submitted and transmit it to The University of Tennessee Vice President for Academic Affairs.

The University administration will determine matters of fiscal responsibility and control and of academic standards. The list may be altered or approved as submitted and a final report prepared for the State Advisory Council for Title I.

The Chairman of the State Advisory Council will convene the Council for a final consideration of all proposals. After securing the advice of the Council, the State Agency will proceed to integrate the accepted proposals into the annual statewide program.

When a proposal is rejected, an explanation will be made in writing to the proposing institution. That organization will then have the opportunity to request in writing a hearing before not less than four members of the Council. The members of the hearing committee will be appointed by the Chairman of the Advisory Council from among the Council members who have no connection with the institution requesting the hearing. Unanimous agreement by the hearing committee will be necessary to overrule the State Agency's decision. The Title I Director and appropriate members of his staff will appear before every such hearing committee.

Any institution may retain the option of withdrawing its proposal or of cancelling performance of any approved project before the expenditure of any Federal funds. After expenditures of such funds, the institution has the obligation to complete the project to the best of its ability, although amendments may be made in consultation with the Title I staff.

(7) Evaluation and Reporting. It will be the responsibility of the participating institutions to initiate procedures for a careful and periodic evaluation of all programs. For programs which terminate in a period less than three months from the starting date, a final report will be submitted at the end of the project stating the results of evaluation, full details of the participation in the program, a copy of any printed material, and other pertinent data. This report will be submitted in duplicate to the Title I Director not less than thirty days after the completion of the program.

For activities that continue beyond three months, a progress report in duplicate containing the data indicated above will be submitted every three months.

For programs that extend beyond any fiscal year, a summary report will be submitted within thirty days after the close of the fiscal year. This report will contain the data indicated above, along with a statement of the program status at the close of the fiscal year.

A copy of all publicity notices concerning Title I activity will be sent to the Title I Director by the originator of the notices at the time of publication and again in the final or progress report of the project. This will assure the State Agency of having full knowledge of all programs at the time of their inception, since many queries will come into the state office.

The State Agency will submit to the Commissioner the reports enumerated in Section 173.20, Title I Regulations, and any other reports the Commissioner may require to carry out his functions under the Act; and will maintain such records, afford such access thereto, and comply with such other provisions the Commissioner may find necessary to substantiate and/or verify the information contained in the reports.

The State Agency will keep accessible and intact all records supporting claims for Federal grants, or relating to the accountability of the State Agency and participating institutions of higher education for expenditure of such grants and the expenditure of matching funds, as required by Section 173.29 of the Regulations.

(8) Financial Administration. Federal funds for all Title I activities will be received by The University of Tennessee as administering State Agency and will be placed in the custody of the Treasurer of the University. All necessary contracts between the U. S. Office of Education and the State Agency will be executed by the University with the full knowledge and consent of the State Advisory Council for Title I. A special account number will be established for control of Federal funds under Title I. A statement on the fiscal qualification of the State Agency is designated as Exhibit G in the Appendix.

The accounting basis used by the State Agency is a combination of cash and accrual. The State Agency will ascertain the accounting practice of each institution at the time of its selection for participation under the State plan and retain such information in the State Agency files.

Grants will be made under contracts between the State Agency and the various institutions of higher learning that submit accepted proposals. Each recipient of a grant shall keep records containing the following information:

(1) the amount of the grant;

(2) a detailed listing of all expenditures incident to the grant;

(3) the total cost of the entire program, showing separately the portion of the cost to be paid from Federal and from institutional funds.

(Amended 6-14-66)

The account for Community Service and Continuing Education Programs will be classified under the function "Extension and Public Service" as outlined in College and University Business Administration, Volume I, unless prior written approval has been made by the State Agency to deviate from this functional classification.

The State Agency will provide the Commissioner of Education with an annual certification that all institutions participating in the plan have funds available for expenditure for community service and continuing education programs, and that the total amount available is not less than the actual amount expended from non-Federal sources by those institutions for extension and continuing education programs for fiscal 1965, plus an amount that is not less than the non-Federal share of the cost of Community Service Programs for which Federal financial assistance is requested. The State Agency will obtain the necessary documented records of expenditures and income from each participating institution to substantiate the above certification, and these records will be maintained in the office of the Agency and made available to the Commissioner of Education upon request.

Participating institutions will be required to provide accounts and supporting documents relating to each project which will be adequate to permit an accurate and expeditious audit of the program. The institutions and the State Agency must maintain records to substantiate the proration of expenditures for all eligible costs. The proration of expenditures will be made on a time-ratio basis in the case of salaries and personal benefits and a use-ratio basis in the case of equipment.

(Amended 6-20-67)
(Revised 2-07-68)

The State Agency has determined that payment of Federal funds to participating institutions will be a combination of reimbursement and advances, allowing some flexibility if the institution should require funds in advance of program activity. When an overpayment is made through advances, adjustments will be made by repayment or by deductions from payments thereafter.

The role of The University of Tennessee, for purposes of financial administration, will be that of gathering information from the various institutions for incorporation into the budget of each annual program, to that of executing the various contracts with institutions, to that of receiving financial reports from the institutions, and to that of submitting reports to the U. S. Office of Education on all Federal funds.

The University of Tennessee as the administering State Agency will require a certified statement from each participating institution to assure that Federal funds allotted for the program will not be used to supplant State or local funds or funds of higher education institutions but will supplement and, to the extent practicable, increase the amount of such funds that would otherwise be made available for community service programs.

The State Agency assures the Commissioner that the certification required under Section 173.22 of the Regulations will be forwarded to the Commissioner and the information upon which it is based will be retained by the State Agency so as to be available to the Commissioner upon request.

The responsible financial official at each institution will be required to submit a periodic statement in triplicate showing all transactions incident to Title I programming

(Amended 6-14-66)

for which Federal and non-Federal funds were used. Such transactions must be supported by legal evidence of payment, in accordance with the institution's normal practices provided such practices are consistent with standards normally followed by The University of Tennessee and the U. S. Office of Education. These statements and their supporting papers will be submitted on a schedule which agrees with the financial practices of the participating institution, but no less frequently than once every six months. A summary statement only will be required between June 30 and July 31 for each project which has been active during the preceding fiscal year.

One copy of such statements with supporting papers after approval will be retained in the files of the Title I office, one will be retained in the files of the Treasurer of The University of Tennessee, and one will be returned to the participating institution.

The State Agency hereby gives assurance that all expenditures of participating institutions claimed for Federal financial participation or for any other purpose relevant to the program will be audited by the State Comptroller and/or by certified public accountants. The audit will be at the institutional level and the procedure described in the two paragraphs immediately above will assure adequate information on proper use of funds.

The State Agency further certifies that it will make promptly any necessary adjustments to reflect refunds, credits, underpayments, or overpayments, as well as any adjustments resulting from Federal or State administrative reviews and audits, and that such adjustments will be identified in the state agency's reports to the Commissioner.

Participating institutions will be audited upon completion of programs but not less often than annually, and copies of these audits will be available in the Office of the Director of Title I of the State agency.

(9) Ethical Standards and Rules. The rules and regulations prescribe standards to ensure that no employee of the state, the designated agency, or any participating institution shall receive compensation for any work done, for which funds are provided under the Higher Education Act of 1965, from sources other than his employer. No such employee shall maintain any private interest in conflict with his public responsibility as related to the Act.

Any institution which qualifies as an accredited college or university in Tennessee and which elects to participate by submitting a proposal or proposals becomes a participating institution when such proposals are approved. This institution may then enter into contract with other qualified institutions, with individuals, or with concerns in the course of administering the approved proposal. The burden of proof of qualification of any agency or individual will rest upon the participating institution.

A signed copy of every contract will be forwarded to the Title I Department, Division of University Extension, The University of Tennessee, for filing within two weeks of consummation of the contract. Provisions of any such contract must agree with the original proposal of the participating institution in services rendered, procedures, and remuneration.

(Amended 6-14-66)

Each participating institution, contract agency, or other group which will render services under Title I must execute an assurance of compliance with Title VI of the Civil Rights Act of 1964.

Programming in the Tennessee State Plan. This section will identify the general scope of all proposals submitted for the state plan, will offer some analysis of the proposals and how they fit into an integrated statewide program for the remainder of 1966 and all of fiscal 1967, and will identify five subject areas and a large investigation area which have been chosen from the experience available from all of the institutions which submitted proposals as areas in which work should begin immediately. The final section on the full state plan and budget for 1966 will then bring these programming considerations together into a firm proposal to the U.S. Office of Education for funding under Title I.

Six months effort has resulted in 300 different proposals from seventeen institutions of higher learning in the state. Many of these, of course, are incomplete and will require staff work to refine what is often only a brief statement of an idea into a proposal which can be considered for funding at a later date. Others will become one facet of a coordinated effort by several different institutions and in several different approaches to a community problem. The range of subject areas covers some sixty disciplines, with specific fields of specialization numbering well over 150. Such a mass of tentative, exploratory, but often detailed material indicates the scope of thought which has been given to the matter of extending the universities off the campus into the communities, and gives some indication of the many different areas which experienced educators feel are problem areas of Tennessee communities which need attention.

An analysis of the proposals reveals that many of them can only be funded when the geographical area is expanded to include the entire state, and when similar or identical proposals from other institutions are combined into one large cooperative program. It is clear from the analysis that priorities of need must be established, that some programs can begin with only a brief period of preparation but that others will require community studies, planning, and months of program preparation. Finally, because the summer and fall effort in 1965 had to be rapid and tentative, some very promising proposals cannot be submitted until much more work is done on all aspects of the proposals.

These proposals, incomplete and unrelated as they sometimes are, still clearly indicate that the state plan will be able to find enough strong proposals to do the task of bringing about a greater involvement of higher education in Tennessee in the practical solution of community problems. This involvement will increase the opportunities for people in these communities to learn something of the latest knowledge and techniques which they might then use to alleviate problems.

The emphasis of the proposals is in five subject areas and in one area of further and continuous investigation. Each of these areas elicited not less than four proposals and in most cases was proposed five or six times by different institutions. It seems wise to construct a statewide program initially from the experience of a wide range of educators who say cooperatively that certain community needs are clearly identified from work done in the past. Then concomitantly with this initial program should be an intensive study of further community problems and how they may be met or alleviated with further Title I programs.

The five general areas of immediate programming are: (1) education for school board members in Tennessee communities, (2) community economic development, (3) community leadership development, (4) health problems, and (5) training of state, municipal, and county officials. The area of investigation suggested by seven different institutions was continuous investigation into the identification of community needs, programs that might illuminate some possible solutions to those needs, and methods to make such programs effective.

These are broad areas of programming and study, and certainly will require years of activity. The second echelon of areas which were identified by more than one institution includes: in-service continuing education for professional groups, with physicians, nurses, dentists, social workers, business people, and technical workers mentioned most often; training for jobs of a non-professional nature; education for women, oriented somewhat toward jobs but with broader implication: special service programs, such as continuing education for the aging, social services directories and personnel census, family services, and programs for the handicapped; and finally, cultural programs, with music, art, drama, reading groups, crafts, and forums of public enlightenment included.

Thus, the state plan for Tennessee under Title I has been conceived, developed, and presented in the foregoing pages. On this basis, future program plans for each fiscal year will be built. It is certain that the basis for selecting community service programs will be broadened and given more careful study in fiscal 1967 and thereafter. It is also clear that the programs themselves after the first program plan will be more definitive in scope, complexity, and in relationship to other community service activities in the state.

Attached to this state plan is the first amendment, the annual program plan for fiscal 1966.

FY 1966 Amendment

THE STATE OF TENNESSEE
PROGRAM PLAN, FISCAL 1966

SUBMITTED BY
THE UNIVERSITY OF TENNESSEE
STATE AGENCY FOR TITLE I
HIGHER EDUCATION ACT OF 1965

In the following amendment to the Tennessee State Plan, submitted with the plan in accordance with Federal regulations, specific programs are identified for fiscal 1966 and funds requested for implementation. This program plan does not in any way indicate that other proposals submitted to the state agency but not included here are being rejected, tabled, or removed from future consideration. All proposals not included in this program plan will be studied, refined, and altered to fit into the coordinated statewide program for future programming.

The following are the participating institutions for fiscal 1966 in the Tennessee State Plan. As new institutions are added and their certifications received, notification will be given to the Commissioner of Education.

Austin Peay State College, Clarksville
Bethel College, McKenzie
The University of Chattanooga
East Tennessee State University, Johnson City
George Peabody College for Teachers, Nashville
Knoxville College, Knoxville
Lambuth College, Jackson
LeMoyne College, Memphis
Meharry Medical College, Nashville
Memphis State University
Middle Tennessee State University, Murfreesboro
Southwestern College at Memphis
Tennessee Agricultural and Industrial State University, Nashville
Tennessee Technological University, Cookeville
The University of Tennessee at Knoxville, Memphis, and Martin
Vanderbilt University, Nashville

The following funds are requested under Title I for the specific programs cited in fiscal 1966. Attached to the program plan is a digest of all program proposals.

FISCAL 1966--ADMINISTRATIVE COSTS

Development of the state plan from November 15, 1965 to June 30, 1966:

Dean J. E. Arnold,	30% time
Kenneth D. Wright,	25% time
George W. Gleaves,	15% time
Joseph P. Goddard,	10% time
Victor C. Hobday,	5% time
Powers E. Mason,	5% time

Based on average for the six men of $12,000.00 annually, above percentages for 7-1/2 months	$6,750.00
Clerical assistance, two girls one-fourth time each for 7-1/2 months, average $250.00 month	468.75
Salary of Title I administrator, full-time for month of June, 1966	833.33
Salary of Title I program development man, full-time for month of June, 1966	750.00
Travel solely for Title I development	1,450.00
Communication: telephone, postage, printing	1,230.00
Office supplies and materials	830.00
Salary of secretary, full-time for month of June, 1966	300.00
Operating funds for initiating of community study of needs, month of June, 1966	2,000.00
Consultant funds for participating institutions in the state in planning community study and in implementing the study for month of June, 1966 (thirteen institutions, averaging $500.00 each for workshops and field work; see "Fiscal 1966--Program Number One," attached)	6,500.00
Amounts withheld as contributions to employer benefits and Social Security payments	150.00
Necessary office furniture for office used solely for Title I development; three offices requiring three desks, three chairs, two file cabinets, and two electric typewriters	1,525.00
Travel and living expenses of twenty members of State Advisory Council for meeting on May 17, 1966 for final approval of state plan, averaging $50.00 each	1,000.00
TOTAL DEVELOPMENT AND ADMINISTRATIVE COSTS	$23,787.08

FISCAL 1966--PROGRAMMING COSTS

(Based on utilizing 1966 funds through September 30, 1966, if committed by June 30)

Community Leadership Development Programs

"Fiscal 1966--Program Number One," a demonstration research project on the identification of community needs and existing resources conducted by The University of Tennessee with area cooperation of fifteen other participating institutions.	$35,000.00
"Fiscal 1966--Program Number Two," a series of training workshops for school board members, involving cooperative programming by nine colleges and universities coordinated by The University of Tennessee.	61,000.00
"Fiscal 1966--Program Number Three," a pilot county-city leadership conference to investigate patterns for entire state, conducted by Austin Peay State College, Clarksville.	2,500.00
"Fiscal 1966--Program Number Four," a program to improve skills for capable leadership in the Negro community of East Tennessee, conducted jointly by Knoxville College and The University of Tennessee.	7,000.00
"Fiscal 1966--Program Number Five," a leadership conference on race relations in West Tennessee conducted by LeMoyne College.	2,500.00
"Fiscal 1966--Program Number Six," a series of seminars, conferences, and other work with low-income families in home economics areas, conducted by the College of Home Economics, The University of Tennessee.	10,000.00

Community Economic Development Programs

"Fiscal 1966--Program Number Seven," a pilot series of business management lectures for a Middle Tennessee area to set patterns for entire state, conducted by Austin Peay State College.	1,600.00
"Fiscal 1966--Program Number Eight," a leadership education series in industrial development as a pilot project in a six-county area in West Tennessee rural area, conducted by Bethel College.	9,000.00

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FISCAL 1966--PROGRAMMING COSTS

"Fiscal 1966--Program Number Nine," the initiation of an institute of urban development at Memphis State University in the state's largest city	7,250.00
"Fiscal 1966--Program Number Ten," a program in regional economic development in East Tennessee by East Tennessee State University	3,972.00
"Fiscal 1966--Program Number Eleven," an engineering counseling service for industry and communities of the Upper Cumberland area at Tennessee Technological University, Cookeville	6,900.00

Community Health Programs

"Fiscal 1966--Program Number Twelve," a pilot project in supervision of public swimming pool sanitation, conducted by East Tennessee State University	1,786.50
"Fiscal 1966--Program Number Thirteen," a pilot interdisciplinary workshop for habilitative specialists from East Tennessee communities, conducted by East Tennessee State University	1,796.75
"Fiscal 1966--Program Number Fourteen," an action program of study, conferences with community leaders, and decision-making leading to the establishment of a permanent family service bureau in Jackson and Madison County, West Tennessee, conducted by Lambuth College	7,333.00
"Fiscal 1966--Program Number Fifteen," a summer institute at Meharry Medical College in Nashville dealing with pharmacological therapeutic alternatives, serving physicians from rural and depressed areas	6,210.00
"Fiscal 1966--Program Number Sixteen," an educational program for general public and local officials in sanitary environmental living conditions in Upper Cumberland rural areas and small communities, conducted by Tennessee Technological University	3,600.00
"Fiscal 1966-Program Number Seventeen," an extensive cooperative program between The University of Tennessee, Vanderbilt University, Meharry Medical College, and The University of Tennessee Research Center and Hospital in continuing education for physicians, dentists, nurses, and pharmacists in areas of special community health needs of Tennessee communities	20,000.00

FISCAL 1966--PROGRAMMING COSTS

"Fiscal 1966--Program Number Eighteen," a cooperative program of general public dental health education between The University of Tennessee College of Dentistry and Department of Broadcasting, The Tennessee State Dental Association, and WKNO-TV, Memphis State University to produce and televise on commercial and educational stations a series of twelve five-minute programs on community dental health problems	12,000.00

Training of Government Officials Programs

"Fiscal 1966--Program Number Nineteen," an extensive statewide program of training for community officials through a field staff of the now-existing Municipal Technical Advisory Service	25,000.00
"Fiscal 1966--Program Number Twenty," a series of seminars on local government for city and county officials in West Tennessee by Southwestern College of Memphis	3,000.00
"Fiscal 1966--Program Number Twenty-one," a law enforcement program for municipal and county officials conducted by Memphis State University but not confined to West Tennessee	7,000.00
TOTAL PROGRAMMING COSTS, FISCAL 1966	$234,448.25
TOTAL ADMINISTRATIVE COSTS CARRIED OVER FROM PAGE 16	23,787.08
TOTAL COSTS, FISCAL 1966	258,235.33
25% TO BE PROVIDED BY STATE AGENCY AND PARTICIPATING INSTITUTIONS	64,558.83
TOTAL REQUESTED FROM FEDERAL FUNDS	$193,676.50

TITLE I, HIGHER EDUCATION ACT OF 1965

ANNUAL AMENDMENT
TO
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
FOR
FISCAL YEAR 1967

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P. L. 89-329) and the Regulations promulgated thereunder (45 C.F.R., Chapter I, Part 173).

Approved by The University of Tennessee

on October 7, 1966.

The University of Tennessee

By /s/ Hilton A. Smith

By /s/ J. E. Arnold

This is to certify that The University of Tennessee has been designated as the State Agency for the development and administration of activities in Tennessee under Title I by Governor Frank G. Clement, and such designation approved by the Commissioner of Education, USOE.

Approved Associate

Date on which amendment is effective: January 10, 1967

Commissioner AVE

The University of Tennessee
DIVISION OF UNIVERSITY EXTENSION

STATE AGENCY FOR TITLE I
HIGHER EDUCATION ACT OF 1965
University Extension Building
Knoxville, Tennessee 37916
Telephone 524-2971, Ext. 6328

January 19, 1967

To: Recipients of the Tennessee State Plan for Community Service and Continuing Education Programs Under Title I of the Higher Education Act of 1965

From: State Agency for Title I

Subject: FISCAL YEAR 1967 ANNUAL PROGRAM AMENDMENT

We are forwarding the Fiscal Year 1967 Annual Program Amendment to the Tennessee State Plan for Community Service and Continuing Education Programs. This Amendment, consisting of pages i, ii, 15-36, supersedes the FY 1966 Annual Program Amendment (pages 15-19) and should be inserted after page 14 of the five-year State Plan; however, the pages comprising the FY 1966 Annual Program Amendment should be retained until those proposals are completed.

This Annual Program Amendment was approved by the State Advisory Council on October 7, 1966, and by the U. S. Office of Education on January 10, 1967. The FY 1967 Congressional appropriation for Title I was $10 million, of which Tennessee will receive $194,015. Therefore, the first eleven proposals (classified as Priority One) described in pages 18 through 21 will be the only programs which can be activated through Tennessee's allocation for FY 1967.

Those programs described in pages 22 through 36 serve as a notice for consideration for reallocation of funds as provided in Section 173.12(e) of the Title I Regulations; however, the U. S. Office of Education has held that Proposals Number 31, 34, 46, 47, 48, 49, and 50 would not be eligible. The "College Opportunity Program" (Number 31) and the "Municipal Code Service" (Number 34) are not related to specific community problems. Proposals Number 46 through Number 50 would not be eligible in that they provide generalized support for "recreational activities."

For those institutions with proposals included in Priority Two and Priority Three, the State Agency would encourage the resubmission (after individual institutional evaluation, reappraisal, and appropriate amendment) of most of the eligible proposals for consideration for the FY 1968 program.

Nolen E. Bradley

Nolen E. Bradley
Director, State Agency

NEB:mh
Enclosure

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached amendment was duly adopted by the State Agency on October 7, 1966, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

October 10, 1966
(date)

/s/ Herman E. Spivey
(signature)

Academic Vice President
(title)

State of Tennessee. I hereby certify that the attached amendment of the State plan submitted pursuant to Title I of the Higher Education Act of 1965 is in itself consistent with State law; and that, as amended, the said State plan as a whole is consistent with State law.

October 13, 1966
(date)

/s/ Frank G. Clement
(signature)

Governor
(title)

TITLE I, HIGHER EDUCATION ACT OF 1965

Annual Amendment
to
Tennessee State Plan for Community Service and Continuing Education Programs
for
Fiscal Year 1967

The Community Service and Continuing Education Programs herein described consist largely of a continuation of program activities which were determined during the development of the Tennessee State Plan and of the program proposals for Fiscal Year 1966. Several new program elements have been incorporated into this annual program.

This document has been prepared to fulfill the requirements of Section 173.4 of the Regulations governing Title I of the Higher Education Act of 1965. It has been prepared in accordance with Section 173.12 of the Title I Regulations and directives from the United States Office of Education.

A. During the development of the State Plan, the State Agency determined two echelons of problem areas in Tennessee communities which merited attention under Title I. The five general areas of immediate programming during Fiscal Year 1966 were: (1) education for school board members in Tennessee communities; (2) community economic development; (3) community leadership development; (4) health problems; and (5) training of State, municipal, and county officials. The second echelon of priority areas identified in the State Plan were: (1) in-service continuing education for professional groups; (2) training for jobs of a non-professional nature; (3) education for women; (4) special service programs; and (5) cultural programs.

It is felt that these areas deserve continued attention under Title I for Fiscal Year 1967. Thus, the State Agency has determined that priority should be grouped during Fiscal Year 1967 into four basic areas of community problems: (1) Government and Community Affairs; (2) Community Economic and Leadership Development Services; (3) Community Health Services; and (4) Community Social, Cultural, and Recreation Services.

These priorities were established by the State Agency on October 7, 1966, after consultation with the State Advisory Council, and with representatives of higher education. Due consideration was given to the existence of other Federally financed programs dealing with similar and other community problems, and to the resources of institutions of higher education that are existent for, or adaptable to, the development and operation of community service programs related to specific aspects of the selected community problems.

B. The specific aspects of the comprehensive, coordinated and State-wide system of Community Service and Continuing Education Programs for which financial assistance is requested for the Fiscal Year ending June 30, 1967, are attached at the end of this annual amendment for FY 1967. Because of uncertainty as to the final amount of Federal funds which will be appropriated or available for Title I, the programming costs are grouped into three priorities. The first priority includes those programs that will be funded if $10 million are appropriated or available. The second priority will be funded if $15 million are appropriated or available. The third priority includes those additional programs that will be funded if $20 million are appropriated or available.

C. The State Agency solicited program proposals from the forty-seven colleges and universities in Tennessee on July 14, 1966, and again on August 3, 1966. Those institutions participating in Fiscal Year 1966 and others that expressed an interest in submitting proposals were furnished complete information on Title I as contained in the Tennessee State Plan, which also enumerated the above named priority areas as determined in the development of the State Plan. During the months of August and September, the State Agency staff visited all colleges and universities which expressed an interest in Title I or participated in FY 1966 programs, as follows:

Austin Peay State College, Clarksville
Bethel College, McKenzie
Carson-Newman College, Jefferson City
East Tennessee State University, Johnson City
George Peabody College for Teachers, Nashville
Knoxville College, Knoxville
Lambuth College, Jackson
LeMoyne College, Memphis
Maryville College, Maryville
Meharry Medical College, Nashville
Memphis State University, Memphis
Middle Tennessee State University, Murfreesboro
Morristown College, Morristown
Southern College of Optometry, Memphis
Southwestern at Memphis, Memphis
Tennessee Agricultural & Industrial State University, Nashville
Tennessee Technological University, Cookeville
The University of Chattanooga, Chattanooga
The University of Tennessee, Knoxville
The University of Tennessee, Martin Branch
The University of Tennessee Medical Units, Memphis

D. The closing date for program proposal submissions to be funded for FY 1967 was August 27, 1966. The State Agency, with the advice of the State Advisory Council, approved the institutional proposals on October 7, 1966.

E. Notices of Activation of Community Service and Continuing Education Programs will be forwarded to the Office of Education, Division of Adult Education Programs by the deadline date set by the United States Office of Education. (This would probably be within six weeks after approval of the 1967 Annual Amendment to the Tennessee State Plan by the USOE.)

F. The amount of Federal funds requested in support of this State-wide system of Community Service and Continuing Education Programs is $390,047.00.

Anticipated Budget:

Program:	Federal Funds	Matching Funds	Total
1. Government and Community Affairs	$149,661.00	$ 49,887.00	$199,548.00
2. Community Economic and Leadership Development Services	119,892.00	39,964.00	159,856.00
3. Community Health Services	35,098.00	11,699.33	46,797.33
4. Community Social, Cultural, and Recreation Services	60,396.00	20,132.00	80,528.00
Total	$365,047.00	$121,682.33	$486,729.33
Administration:			
Personnel Services	$ 19,003.14	$ 6,334.36	$ 25,337.50
Professional ($20,200.00)			
Non-Professional ($ 5,137.50)			
Employee Benefits	1,646.86	548.97	2,195.83
Travel	1,500.00	500.00	2,000.00
Office Supplies and Materials	750.00	250.00	1,000.00
Capital Equipment	375.00	125.00	500.00
Communication	975.00	325.00	1,300.00
Miscellaneous	150.00	50.00	200.00
State Advisory Council Expenses	600.00	200.00	800.00
Total	$ 25,000.00	$ 8,333.33	$ 33,333.33
TOTAL	$390,047.00	$130,015.66	$520,062.66

FISCAL 1967--PROGRAMMING COSTS--PRIORITY ONE

(NOTE: These eleven proposals, each of which is a continuation of a Fiscal Year 1966 proposal, will be approved for FY 1967 Federal funding if $10 million are appropriated or available for Title I.)

Government and Community Affairs

Fiscal 1967--Proposal Number One, "An In-Service Training Program for School Board Members in Tennessee," a series of State-wide training workshops for 616 school board members to improve the function and operation of the 152 school boards in Tennessee, involving cooperative programming by ten colleges and universities (Austin Peay State College, East Tennessee State University, George Peabody College for Teachers, Memphis State University, Middle Tennessee State University, Tennessee Agricultural & Industrial State University, Tennessee Technological University, The University of Chattanooga, The University of Tennessee, and The University of Tennessee, Martin Branch) and coordinated by the College of Education at The University of Tennessee.

Federal Funds	$47,151		
Matching Funds		$15,717	
Total Funds			$62,868

Fiscal 1967--Proposal Number Two, "Technical Assistance to Tennessee Municipal Officials," an extensive State-wide program of training for community officials to assist the communities in approaching and solving problems of fiscal administration, accounting, tax assessment, law enforcement, public works, and urbanization, administered by the now-existing Municipal Technical Advisory Service at The University of Tennessee.

Federal Funds	$30,000		
Matching Funds		$10,000	
Total Funds			$40,000

Fiscal 1967--Proposal Number Three, "Seminar on Local Government," a series of seminars for city and county officials in West Tennessee to examine the shifts in public policy that are influencing political, business, and professional life in the area, conducted by Southwestern at Memphis.

Federal Funds	$8,487		
Matching Funds		$2,829	
Total Funds			$11,316

Fiscal 1967--Proposal Number Four, "Law Enforcement Institute for Municipal, County, and State Officials," a seminar and classes to expand the existing law enforcement sequence of instruction for personnel of city police departments, county sheriffs' offices, penal institutions, and juvenile courts, conducted by Memphis State University.

Federal Funds	$8,100		
Matching Funds		$2,700	
Total Funds			$10,800

Community Economic and Leadership Development Services

Fiscal 1967--Proposal Number Five, "Developing Skills of Community Leadership," a program to improve skills for capable leadership in the Negro community in East Tennessee, conducted by Knoxville College.

Federal Funds	$5,250		
Matching Funds		$1,750	
Total Funds			$7,000

Fiscal 1967--Proposal Number Six, "Business and Economic Forum," an adult education program of business management lectures to stimulate economic thinking of business and non-business leaders in Middle Tennessee, conducted by Austin Peay State College.

Federal Funds	$2,400		
Matching Funds		$800	
Total Funds			$3,200

Fiscal 1967--Proposal Number Seven, "Expansion of Institute of Urban Development," a comprehensive program for the purposes of coordinating, supervising, designing, developing, and assisting in the solution of community problems in West Tennessee such as special adult education in urban development, and professional and subprofessional retraining and refresher programs, conducted by Memphis State University.

Federal Funds	$18,519		
Matching Funds		$6,173	
Total Funds			$24,692

Fiscal 1967--Proposal Number Eight, "Regional Economic Development Program," a course directed toward community leaders, designed to emphasize the specific problems found in East Tennessee in order to enable the leaders to evaluate alternatives and select priorities in their solution, conducted by East Tennessee State University.

Federal Funds	$2,637		
Matching Funds		$879	
Total Funds			$3,516

Community Health Services

Fiscal 1967--Proposal Number Nine, "Institute on Pharmacological Therapeutic Alternatives," a series of seminars, conferences, and demonstrations to reach practicing physicians in rural and poverty-depressed areas in Middle Tennessee with information relating to new advances in drug therapy and drug research and to provide instruction on the proper therapeutic application of new procedures employing pharmacological agents, conducted by Meharry Medical College.

Federal Funds	$11,544		
Matching Funds		$3,848	
Total Funds			$15,392

Fiscal 1967--Proposal Number Ten, "Cooperative Continuing Education in Medicine, Dentistry, Pharmacy, and Nursing Aimed at Community Health," an extensive State-wide cooperative program of continuing education for medical personnel emphasizing the new advances in health research involving community health problems, coordinated by The University of Tennessee

Medical Units with participation by Vanderbilt Medical School, Meharry Medical College, and The University of Tennessee Research Center and Hospital.

Federal Funds	$15,000		
Matching Funds		$5,000	
Total Funds			$20,000

Community Social, Cultural, and Recreation Services

Fiscal 1967--Proposal Number Eleven, "Family Services Bureau Development," completion of necessary studies and conferences with community leaders in Jackson County, Tennessee, to initiate plans for a permanent family service bureau, and then implementation of such a bureau which will provide services in home management, child care, family finance, legal advice, marriage counseling, and youth recreation in the area, conducted by Lambuth College.

Federal Funds	$19,866		
Matching Funds		$6,622	
Total Funds			$26,488

TOTAL FY 1967 PROGRAMMING COSTS--PRIORITY ONE

Federal Funds	$168,954.00		
Matching Funds		$56,318.00	
Total Funds			$225,272.00

CUMULATIVE TOTAL FY 1967 ADMINISTRATIVE AND PROGRAMMING COSTS

Federal Funds	$193,954.00		
Matching Funds		$64,651.33	
Total Funds			$258,605.33

FISCAL 1967--PROGRAMMING COSTS--PRIORITY TWO

(NOTE: These twenty proposals, none of which is a continuation of a Fiscal Year 1966 proposal, will be approved for FY 1967 Federal funding if $15 million are appropriated or available for Title I.)

Government and Community Affairs

Fiscal 1967--Proposal Number Twelve, "Time-Sharing Computer Instruction for Local Public Officials," seminars to instruct officials of local public institutions in the use of time-sharing computer operations and study of needs of a central computer center for West Tennessee, conducted by Memphis State University.

Federal Funds	$6,303		
Matching Funds		$2,101	
Total Funds			$8,404

Fiscal 1967--Proposal Number Thirteen, "An In-Service Training Program for State, Municipal, and County Officials," a State-wide program of courses, conferences, and workshops for elected governmental officials and their permanent employees in order to professionalize further their jobs, whether in accounting, finance, administration, personnel management, budgeting, purchasing, public relations, report writing, or records, conducted by the Division of University Extension of The University of Tennessee.

Federal Funds	$19,050		
Matching Funds		$6,350	
Total Funds			$25,400

Fiscal 1967--Proposal Number Fourteen, "Seminar on the Urban Use of the New Technology," a series of conferences to inform elected and appointed officials and the business, industrial, and professional leaders in the Memphis area of the ways the new technology can be put to use in solving urban problems, conducted by Southwestern at Memphis.

Federal Funds	$15,000		
Matching Funds		$5,000	
Total Funds			$20,000

Community Economic and Leadership Development Services

Fiscal 1967--Proposal Number Fifteen, "A Pilot Program for Training Clerical Workers," a one-year program of courses in clerical training for underemployed Negro adults in the Knoxville area who have ample potential for developing into clerical employees, but who are, under present circumstances, unable to develop this potential, conducted by Knoxville College.

Federal Funds	$17,100		
Matching Funds		$5,700	
Total Funds			$22,800

Fiscal 1967--Proposal Number Sixteen, "Seminar on Current Economic Problems," a program designed to examine selected current problems and to stimulate informed economic thinking in order that thought-leaders, businessmen, and policy makers of Middle Tennessee might make decisions based on the latest research findings, conducted by Tennessee A. & I. State University.

Federal Funds	$7,515		
Matching Funds		$2,505	
Total Funds			$10,020

Fiscal 1967--Proposal Number Seventeen, "Seminar in Community Problems," a series of seminars in three East Tennessee counties for local civic and public leaders to show what the local problems are, to provide expert information about the problems, to show what help is available, and to show what can be done at the local level to solve the problems, conducted by Carson-Newman College.

Federal Funds	$2,418		
Matching Funds		$806	
Total Funds			$3,224

Fiscal 1967--Proposal Number Eighteen, "Development of Community Social and Economic Planning," conferences, consultation, and instruction in methods and techniques of social and economic planning with the purpose of developing the talents within the communities of West Tennessee to allow local community agencies to implement community action programs, conducted by Memphis State University.

Federal Funds	$7,014		
Matching Funds		$2,338	
Total Funds			$9,352

Fiscal 1967--Proposal Number Nineteen, "A Self-Help Program in Budgeting and the Use of Credit by Low-Income Families," a voluntary study and discussion program for members of low-income families in East Tennessee to acquaint them with realistic ways to allocate family income, to provide information on the real costs of consumer credit and its appropriate use, and to explore practical solutions to personal financial problems, conducted by the College of Business Administration of The University of Tennessee.

Federal Funds	$4,560		
Matching Funds		$1,520	
Total Funds			$6,080

Fiscal 1967--Proposal Number Twenty, "The Negro as Entrepreneur," a series of eight lectures on Negro business for community business leaders and LeMoyne College faculty members to explore the role of the Negro in business and to discuss his problems and potentials in the Memphis area, conducted by LeMoyne College.

Federal Funds	$2,175		
Matching Funds		$725	
Total Funds			$2,900

Fiscal 1967--Proposal Number Twenty-one, "Industrial Relations Clinic for Murfreesboro and Vicinity," three one-day sessions for personnel directors and other management personnel to provide them with the elementary principles of industrial relations, with special emphasis on labor-management relations, conducted by Middle Tennessee State University.

Federal Funds	$972		
Matching Funds		$324	
Total Funds			$1,296

Fiscal 1967--Proposal Number Twenty-two, "Personnel Management Clinics for Industries in Rutherford and Contiguous Counties," a series of five clinics for foremen and lower management personnel to improve employee relations and increase plant efficiency, conducted by Middle Tennessee State University.

Federal Funds	$1,542		
Matching Funds		$514	
Total Funds			$2,056

Fiscal 1967--Proposal Number Twenty-three, "Improvement of Leadership Skills," a series of nine courses to acquaint the average citizen in Hamblen County with the structure and function of local, State, and national government, with the rights and responsibilities of the voting citizen, and with the relationship of citizens to public and private agencies, conducted by Morristown College.

Federal Funds	$1,500		
Matching Funds		$500	
Total Funds			$2,000

Community Health Services

Fiscal 1967--Proposal Number Twenty-four, "In-Service Training Courses for Key Persons in the Quantity Food Service Industry," a pilot program for managers, cooks, and waitresses in the Cookeville area to provide training in the fundamental skills of food preparation and service, to increase the level of cleanliness and safety, and to provide training in food purchasing and menu planning, conducted by Tennessee Technological University.

Federal Funds	$3,069		
Matching Funds		$1,023	
Total Funds			$4,092

Fiscal 1967--Proposal Number Twenty-five, "Food Sanitation for Food Operation Managers," a pilot seminar for owners, managers, and supervisors of public and private eating facilities in East Tennessee to upgrade the quality of their service, to demonstrate the use of new equipment, new ways of storing, preserving, and serving food, and to raise the standards of sanitation, conducted by East Tennessee State University.

Federal Funds	$552		
Matching Funds		$184	
Total Funds			$736

Fiscal 1967--Proposal Number Twenty-six, "Recent Innovations in Nursing," a series of weekly classes for practicing LPN's and RN's in the upper West Tennessee area to acquaint them with the more recent advances made in the area of nursing in order to increase their efficiency to help offset the acute shortage of nurses, conducted by The University of Tennessee, Martin Branch.

Federal Funds	$750		
Matching Funds		$250	
Total Funds			$1,000

Fiscal 1967--Proposal Number Twenty-seven, "Studies in Pharmacology," a series of twelve weekly lectures and demonstrations to acquaint the inactive professional nurse and public health nurse in East Tennessee with the therapeutic application, toxic effects, dosage, and precautions connected with drugs in current use in order for them to return to employment and participate more effectively in the establishment of home care programs, conducted by East Tennessee State University.

Federal Funds	$1,818		
Matching Funds		$606	
Total Funds			$2,424

Community Social, Cultural, and Recreation Services

Fiscal 1967--Proposal Number Twenty-eight, "Workshop for Area Recreation Leaders," a short workshop to instruct in program development and techniques of leadership for community efforts in recreation in East

Tennessee in order to bring about better balanced programs for adults and youth, to assist in the better utilization of existing facilities and to devise better plans for future recreational development, conducted by East Tennessee State University.

Federal Funds	$924		
Matching Funds		$308	
Total Funds			$1,232

Fiscal 1967--Proposal Number Twenty-nine, "Instructional Techniques for Teachers of Culturally-Deprived Pre-School Children," a series of ten weekly courses for the training of teachers in the area of instruction for pre-school culturally-deprived children by stressing perceptual, conceptual, and language training techniques as well as the utilization and promulgation of previously successful techniques, conducted by East Tennessee State University.

Federal Funds	$906		
Matching Funds		$302	
Total Funds			$1,208

Fiscal 1967--Proposal Number Thirty, "Refresher Program for Special Education Teachers," three one-day workshops for teachers working with exceptional children in East Tennessee to upgrade the quality of teaching the exceptional child by providing the teachers with an opportunity for refreshing their training and stimulating their interests, conducted by East Tennessee State University.

Federal Funds	$1,056		
Matching Funds		$352	
Total Funds			$1,408

Fiscal 1967--Proposal Number Thirty-one, "College Opportunity Program," a pilot or experimental program at six different locations in the McKenzie area for adults over the age of 25 to provide a specially developed sequence of courses in the social sciences designed to enable these adults to function at the college level and to encourage their participation in further continuing education programs, conducted by Bethel College.

Federal Funds	$3,750		
Matching Funds		$1,250	
Total Funds			$5,000

TOTAL FY 1967 PROGRAMMING COSTS--PRIORITY TWO

Federal Funds	$97,974.00		
Matching Funds		$32,658.00	
Total Funds			$130,632.00

CUMULATIVE TOTAL FY 1967 ADMINISTRATIVE AND PROGRAMMING COSTS

Federal Funds	$291,928.00		
Matching Funds		$97,309.33	
Total Funds			$389,237.33

FISCAL 1967 PROGRAMMING COSTS--PRIORITY THREE

(NOTE: These twenty proposals, none of which is a continuation of a Fiscal Year 1966 proposal, will be approved for FY 1967 Federal funding if $20 million are appropriated or available for Title I.)

Government and Community Affairs

Fiscal 1967--Proposal Number Thirty-two, "In-Service Training Program for School Administrators in Tennessee," a three-month pilot program, including two workshops, involving the total administrative team from selected county districts, using simulated materials and in-basket exercises to assist school administrators in relating research findings to their work, in increasing their decision making competency, in applying conceptual analysis to problem situations, and in developing keener insights and sharper self-perceptions, conducted by George Peabody College for Teachers.

Federal Funds	$4,500		
Matching Funds		$1,500	
Total Funds			$6,000

Fiscal 1967--Proposal Number Thirty-three, "In-Service Institute for Principals and Guidance Counselors," a lecture program to provide high school principals and guidance counselors in the Clarksville area with an opportunity to become aware of developments in programs of identification, encouragement, and advisement of high school students in low socio-economic levels, conducted by Austin Peay State College.

Federal Funds	$600		
Matching Funds		$200	
Total Funds			$800

Fiscal 1967--Proposal Number Thirty-four, "Establishment of a Local Code Service," a counseling service in the Memphis area in codifying local ordinances, resolutions, and administrative regulations to serve municipal corporations, urban counties, and special districts, providing urban-type services; to train city, county, and special-district attorneys with the problems confronting codifiers; and to provide a consulting service to local units regarding the structure and content of local codes, conducted by Memphis State University.

Federal Funds	$10,470		
Matching Funds		$3,490	
Total Funds			$13,960

Community Economic and Leadership Development Services

Fiscal 1967--Proposal Number Thirty-five, "An American Ideals Forum," a series of forums to enhance and accelerate community progress in East Tennessee, particularly the area encompassing Maryville-Alcoa, Blount County, and the immediate surrounding counties, to bring to community leaders (in governmental, social, educational, welfare, civic and service, labor and business, and political organizations) invited speakers of recognized stature who can discuss alternate approaches to basic American ideals as they relate to current community problems, both urban and rural, and thereby contribute to a significant advance through improvement of the climate of public opinion, conducted by Maryville College.

Federal Funds	$6,975		
Matching Funds		$2,325	
Total Funds			$9,300

Fiscal 1967--Proposal Number Thirty-six, "Conferences on Major Problems Facing Municipalities," a pilot project of courses, seminars, conferences, and training programs in the Chattanooga area for local community leaders to assist in approaching and solving such problems as planning for city growth, safety education, recreational and social services, law enforcement, financial management, air and water pollution, and industrial and business development, conducted by the Division of University Extension at The University of Tennessee.

Federal Funds	$17,100		
Matching Funds		$5,700	
Total Funds			$22,800

Fiscal 1967--Proposal Number Thirty-seven, "Survey of Manpower and Existing Skills in the Middle Tennessee Area," an investigation to identify the specific needs of industry and workers in the Murfreesboro area in order to develop special academic programs, primarily in the area of production and lower level management, or to adapt existing programs of specific training as indicated by the survey, conducted by Middle Tennessee State University.

Federal Funds	$2,535		
Matching Funds		$845	
Total Funds			$3,380

Fiscal 1967--Proposal Number Thirty-eight, "Economics for Everyday," a ten-week pilot program to improve the level of economic understanding by citizens of the local area, to enable them to participate more wisely as consumers, voters, or small businessmen in economic affairs, and to offer a practical approach relating to the use of economics (consumer buying, personal finance, and budgeting) in everyday affairs, conducted by East Tennessee State University.

Federal Funds	$2,205		
Matching Funds		$735	
Total Funds			$2,940

Fiscal 1967--Proposal Number Thirty-nine, "In-Service Training for Professional Home Economists," small classes, workshops, and institutes in professional home economics subject matter areas (such as home management, consumer education, family life education, housing, food science and nutrition, and sociology of the culturally deprived) to provide refresher and retraining courses for professional home economists, to provide improved methods and improved supervisory field training, and to expand extension programs for home economists, conducted by the College of Home Economics at The University of Tennessee.

Federal Funds	$17,475		
Matching Funds		$5,825	
Total Funds			$23,300

Community Health Services

Fiscal 1967--Proposal Number Forty, "The Nursing Care Plan," a five-week workshop for the registered professional nurse in East Tennessee to provide supplementary instruction in the preparation and use of a nursing care plan to ensure her recognition and fulfillment of all of the nursing needs of the patient (psychological and physical comfort, curative care, teaching, rehabilitation, and health maintenance), conducted by East Tennessee State University.

Federal Funds	$1,441.00		
Matching Funds		$480.33	
Total Funds			$1,921.33

Fiscal 1967--Proposal Number Forty-one, "Workshop on Youth Fitness for Youth Serving Agencies," a short workshop for professional and volunteer workers from youth service agencies in the Johnson City area to assist in the development of programs designed to improve the health and fitness of youth; to develop a better understanding of the physical needs of youth; and to train them in techniques of teaching activities of a physical nature, conducted by East Tennessee State University.

Federal Funds	$924		
Matching Funds		$308	
Total Funds			$1,232

Community Social, Cultural, and Recreation Services

Fiscal 1967--Proposal Number Forty-two, "Workshops on Juvenile Delinquency in the Tri-Cities Area," a pilot program of action research (initially) to determine those variables which contribute to the causation factors of juvenile delinquency, and to impart this information, and an understanding of it, to area judges handling juvenile cases, to social workers, and to probationary officers in East Tennessee, through workshops designed to assist in reducing juvenile delinquency, conducted by East Tennessee State University.

Federal Funds	$10,725		
Matching Funds		$3,575	
Total Funds			$14,300

Fiscal 1967--Proposal Number Forty-three, "East Tennessee Social Services Directory," the gathering and organizing of information about social service agencies in East Tennessee and the publication and distribution of a directory of such agencies; to improve awareness of existing agencies and available services; to improve inter-agency communication; and to improve service to clients by improving referral action and cooperation between agencies, conducted by East Tennessee State University.

Federal Funds	$1,845		
Matching Funds		$615	
Total Funds			$2,460

Fiscal 1967--Proposal Number Forty-four, "Social Welfare Personnel Study," a program of action research to study the personnel situation and needs of social work and social welfare agencies in the Upper East Tennessee area upon which to base higher education activities aimed at the development of continuing education programs to meet the educational needs of present personnel, the expansion of recruitment and education programs to aid in filling existing vacancies, and the development of long range planning to meet future personnel needs, conducted by East Tennessee State University.

Federal Funds	$6,000		
Matching Funds		$2,000	
Total Funds			$8,000

Fiscal 1967--Proposal Number Forty-five, "Wildlife Conservation Education," a pilot program of lectures, discussions, and demonstrations to assist adult citizens in Middle Tennessee in keeping informed about the latest developments in wildlife conservation and to motivate them to take action in preserving the natural legacy of this region and locale, conducted by Austin Peay State College.

Federal Funds	$1,200		
Matching Funds		$400	
Total Funds			$1,600

Fiscal 1967--Proposal Number Forty-six, "Understanding Modern Mathematics," a pilot program of ten hours of instruction for parents in the Clarksville area designed to remedy ignorance about modern mathematics and parental resistance to the modern approach to mathematics in the school curriculum, conducted by Austin Peay State College.

Federal Funds	$150		
Matching Funds		$50	
Total Funds			$200

Fiscal 1967--Proposal Number Forty-seven, "Musical Conductors' Symposium," a concentrated course under the leadership of a specialist in one or more phases of conducting for musical conductors and instrumental music teachers, to increase their skills and refresh their knowledge in order to improve the quality of leadership they provide performing groups, to improve the quality of musical conductors in both rehearsal and concert conducting techniques, and to improve the quality of performing groups in Upper East Tennessee, conducted by East Tennessee State University.

Federal Funds	$1,800		
Matching Funds		$600	
Total Funds			$2,400

Fiscal 1967--Proposal Number Forty-eight, "Clarksville Community Chorus," a musical activity in continuing education for townspeople, with weekly evening rehearsals to learn large musical works for public presentation, to provide an organization for continuing performance for singers, and to provide more musical activity for community entertainment, conducted by Austin Peay State College.

Federal Funds	$2,274		
Matching Funds		$758	
Total Funds			$3,032

Fiscal 1967--Proposal Number Forty-nine, "Clarksville Community Band," a community band composed of interested adults in the area (with the addition of some college students), with weekly evening rehearsals using standard concert band instrumentation and music to provide adults with an opportunity to participate in musical performance, to encourage continued interest and performance of instrumental music, and to provide more musical activity for community entertainment, conducted by Austin Peay State College.

Federal Funds	$1,650		
Matching Funds		$550	
Total Funds			$2,200

Fiscal 1967--Proposal Number Fifty, "Area Concert Band," a concert band composed of interested adults and college-level performers, with weekly rehearsals alternating between Johnson City, Bristol, and Kingsport, to provide cultural opportunities in the form of nine concerts (three in each city) for the benefit of area residents, and to enrich the cultural life of the area by providing recreational opportunities, conducted by East Tennessee State University.

Federal Funds	$6,000		
Matching Funds		$2,000	
Total Funds			$8,000

Fiscal 1967--Proposal Number Fifty-one, "Arts Development Program," an extension type of program, providing increased access to art exhibitions in communities in East Tennessee which have had only limited access in the past, to aid in the general cultural development of the communities in the schools and in the communities at large by making quality art collections available, conducted by the College of Liberal Arts at The University of Tennessee.

Federal Funds	$2,250		
Matching Funds		$750	
Total Funds			$3,000

TOTAL FY 1967 PROGRAMMING COSTS--PRIORITY THREE

Federal Funds	$98,119.00		
Matching Funds		$32,706.33	
Total Funds			$130,825.33

CUMULATIVE TOTAL FY 1967 ADMINISTRATIVE AND PROGRAMMING COSTS

Federal Funds	$390,047.00		
Matching Funds		$130,015.66	
TOTAL FUNDS			$520,062.66

FY 1986 Amendment

APPROVED
ASSOC. COMM.
8/23/67

TITLE I, HIGHER EDUCATION ACT OF 1965

ANNUAL AMENDMENT
TO
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
FOR
FISCAL YEAR 1968

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P. L. 89-329) and the Regulations promulgated thereunder (45 C. F. R., Chapter I, Part 173).

Approved by The University of Tennessee

on June 20, 1967.

The University of Tennessee

By /s/ Hilton A. Smith

By /s/ J. E. Arnold

This is to certify that The University of Tennessee has been designated as the State Agency for the development and administration of activities in Tennessee under Title I by Governor Frank G. Clement, and such designation approved by the Commissioner of Education, USOE.

Date on which amendment is effective: August 23, 1967

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached amendment was duly adopted by the State Agency on June 20, 1967, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

June 20, 1967 /s/ Herman E. Spivey
(Date) (Signature)

Vice President
(Title)

State of Tennessee. I hereby certify that the attached amendment of the State Plan submitted pursuant to Title I of the Higher Education Act of 1965 is in itself consistent with State law; and that, as amended, the said State plan as a whole is consistent with State law.

June 22, 1967 /s/ Buford Ellington
(Date) (Signature)

Governor
(Title)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington, D. C. 20202

AVLP-AEP

August 23, 1967

Dear Mr. Bradley:

We have received the Fiscal Year 1968 Annual Program Plan Amendment to the Tennessee State Plan for the Community Service and Continuing Education Programs under Title I of the Higher Education Act of 1965, and hereby approve it, effective this date.

The Finance Branch has been notified to begin the allocation process. In accordance with your instructions, payments will be made on the following schedule:

11/1/67	60% of FY 1968 allocation
1/2/68	20% of FY 1968 allocation
4/1/68	20% of FY 1968 allocation

The certification required under Section 173.22 of the Regulations is enclosed. This certification should be completed and returned promptly.

In accordance with Section 173.20(b) of the Regulations, individual programs must be reported to us immediately after approval of said programs on standard Notice of Activation forms. When these reports are received, we will respond accordingly.

We wish you success in your 1968 program.

Sincerely,

/s/ Grant Venn
Grant Venn
Associate Commissioner for
Adult, Vocational and
Library Programs

/s/Paul V. Delker, Acting Director
Adult Education Programs

Dr. Nolen Bradley
Director of State Agency
Division of University Extension
University of Tennessee
Knoxville, Tennessee 37916

Enclosures

TITLE I, HIGHER EDUCATION ACT OF 1965

Annual Amendment
to
Tennessee State Plan for Community Service
and Continuing Education Programs
for
Fiscal Year 1968

This document has been prepared to fulfill the requirements of Section 173.4 of the Regulations governing Title I of the Higher Education Act of 1965. It has been prepared in accordance with Section 173.12 of the Title I Regulations and directives from the United States Office of Education.

A. The State Agency for Title I in Tennessee has just completed a demonstration research project on the identification of community needs in Tennessee. It was the purpose of this project to demonstrate at least two things: (1) one means of identifying the community problems in Tennessee, and (2) methods of opening channels of communication or of beginning dialogues between these college and university staff members and selected members of the communities--governmental officials, influential community leaders, and lay citizens.

As a preliminary to the actual demonstration procedures a survey instrument was developed which could serve both as a mail questionnaire and as a personal interview guide. At an organizational meeting of representatives from institutions cooperating in the demonstration research project held in Nashville, Tennessee, on June 22, 1966, the survey instrument was introduced and adopted as a guide for the collection of data on community needs in Tennessee. In an effort to utilize the special resources of each participating institution and to capitalize on their familiarity with their various service areas, the State was divided into eight areas and the various institutions of higher education were assigned the responsibility for the project and reporting the results in their respective areas. The geographical unit of community structure in the project was basically the county; however, the larger metropolitan areas were usually considered separately. Of the ninety-five counties in Tennessee, seventy-seven were visited at least once during the project and most were visited several times for the collection of data.

This project sought to make a valid identification of community needs through interviewing the people in a community who could provide information on (1) the problems which existed in their area, (2) the nature and extent of each problem, and (3) the priority for solving these problems. Selective processes, such as stratified random sample by census tracts or districts of the study area, were utilized in determining local citizens to be interviewed. In addition, interviews were held with selected officials in each county, such as elected chief officials of counties and municipalities, county judges, school superintendents, county farm agents, hospital administrators, welfare workers, home demonstration agents, county health directors, heads of local employment security offices, directors of local planning commissions, chief law enforcement officers, officials of civic organizations, bankers, and newspaper publishers. These county and municipal officials provided much of the information for the area reports, but information from lay citizens was also utilized.

Representatives from these fourteen institutions of higher education in Tennessee participated in the collection of data for the identification of community needs in Tennessee: Austin Peay State College, Bethel College, Carson-Newman College, East Tennessee State University, Knoxville College, Lambuth College, LeMoyne College, Memphis State University, Middle Tennessee State University, Southwestern at Memphis, Tennessee Agricultural and Industrial State University, Tennessee Technological University, The University of Tennessee, and The University of Tennessee Martin Branch.

B. An analysis of the eight area reports revealed numerous problems within each of the nine problem areas originally designated in the survey instrument. In addition, each of the area reports considered problems in the area of education important enough to merit its inclusion as the tenth problem area. The ranking of problem areas on a statewide basis and analysis of the eight area reports seemed to indicate that there were four problem areas of major concern, three problem areas of significant concern, and three problem areas of marginal concern. These problem areas are ranked below in order of importance with general problems enumerated for each problem area.

Summary of Major Problem Areas

Key problems in employment. There is a need in many counties for more industrial development for the employment of displaced laborers, particularly men, who would seek jobs in industry if such jobs were available in the localities; wage levels prevailing in the labor market are low and working conditions are (generally) poor; good jobs that would prevent the outmigration of the quality labor of bright and ambitious young people simply do not exist. Many counties need a more diverse economic base. After the closing of coal mines in some areas, stable male employment has virtually been nonexistent. There is a lack of sufficient part-time and summer employment for youth.

There is a need for employment assistance. The only people actively engaged in seeking work for unskilled and semiskilled persons are those involved in community action programs. State employment offices are limited to fitting job applicants into those available job openings which meet their qualifications. There are not sufficient personnel in these offices to go out and actively seek work for applicants listed on unemployment rolls. A more effective job could be done if these offices could employ highly skilled people trained in the methods of labor market analysis and in supplying job market information.

Equal employment opportunities are poor for the Negroes, particularly for the Negro youth; many are high school dropouts with nothing to offer an occupation; most receive no motivation at home and little at school. Marginal income people and people with marginal physical disabilities are not receiving needed help in developing their employment potential. Employment of senior citizens is not being fully realized.

More productive jobs must be created for youth and particularly more jobs to employ the non-college-bound youth. More opportunities for work-study programs are needed, and schools need to work more closely with employment services in helping place youth in suitable jobs. Employment agencies should assemble information regarding the kinds of training employers want and provide it to the secondary schools.

Key problems in youth opportunities. Problems in youth opportunities are closely related to the problem areas of employment, poverty, and education. Some additional problems in youth opportunities are mentioned in the discussion of these related areas. There is a need for more emphasis to be placed on expanded vocational, technical, and occupational training programs, on-the-job training programs, and additional junior colleges to provide more youth opportunities. Vocational training programs in the high schools should be coordinated with the programs of the area vocational-technical schools located throughout Tennessee.

Community service workers associated with nonprofit youth organizations need training to improve their efficiency in some areas. Training programs designed to meet this need might also be expanded to include the training of employees in other areas of activity, such as public welfare and playground personnel, if their duties include frequent or primary responsibility for youth activities.

The absence of youth opportunities can contribute to a high rate of juvenile delinquency; a high rate is significant because it is indicative of a deepseated disorganization among youth (particularly Negro youth). Unwed mothers and broken homes impede youth opportunities. Limited access to education and training, prime susceptibility to illness, and poverty restrict youth mobility. Young people in poverty-stricken homes lack motivation and lose hope; they lack resources, incentive, aspiration, and motivation.

Key problems in government. Special consideration should be given to programs which increase the leadership ability of public officials. There is a need for training State and local public officials to prepare them for the complexities of public office and to acquaint them with services potentially available to them. A training program of this type would require close cooperation between active community service agencies and appropriate college level discipline areas (such as economics, sociology, government, education, management and finance, psychology, industrial management, and health). Training is needed in the following areas: how to write federal proposals; types of federal aids available and how to obtain them; and various sources of community aid, including federal and State agencies, university extension services, and privately financed foundations.

There is a need for college-level assistance in urban planning and development, home planning and maintenance, urban geography, urban/city management, regional development, urban renewal programs, defining the problems and advantages of incorporation, defining the role of local government in these areas, developing water utility districts and water shed projects, and city-county management and administration including business management. Mediation and advisory services could be provided by appropriate higher education personnel.

The counties need to develop new or to improve existing county planning commissions to formulate long-range plans for commercial and industrial growth of the counties and to develop and disseminate zoning regulations and building codes. Serious consideration should be given to forming regional planning commissions.

County governments, in general, are composed of public offices which are outdated. County officials cannot be expected to function effectively under existing statutory regulations and general laws. County officials are generally untrained and underpaid. A new system of county government headed by a chief county administrator is needed. County records should be maintained in a central unit utilizing modern data processing equipment. Consideration should be given to consolidating small, sparsely populated counties into larger units of government.

There are numerous problems in the administration of the property tax. The conditions include low assessments in comparison with actual values; inequality of assessments; assessment of personal and real property at low ratios and public utilities approaching 100 percent of actual value as calculated by the State Public Service Commission; infrequent reappraisal programs that review all parcels of property; lack of professional training of tax assessors; political selection of assessors by the voters; extremely low pay of assessors; and lack of staff assistance in tax assessors' offices.

Key problems in poverty. There is need for an improved program of general assistance to the poor; aid for obtaining legal advice by the poor is needed; the establishment of daycare centers for otherwise unattended children is needed; welfare policies need revisions; legal domestic assistance is needed for the poor; more medical and dental care is needed; many indigents need counseling services relative to programs, services, and assistance that are available to them.

Social work agencies are considered to be understaffed, especially in those departments related to child welfare. Case workers are needed in public-supported community service centers where they exist. There is a great need for permanent local and/or mobile general service centers to bring general services to the indigent in their communities. In cases where permanent facilities could not be justified, a house trailer small enough to be towed by a car could be used by home demonstration agents, police, ministers, workers in public and private community service agencies, civic leaders, and other persons who work or meet frequently with the underprivileged. It is essential that these workers be able to understand, counsel, and deal effectively with these people. There is a need for an internship program of experiences for selected students in health facilities, schools, government offices, recreation centers, and the like, designed to enlarge and enrich their knowledge of the urgent social concerns and to sharpen their abilities in the recognition, analysis, and solving of social problems.

There is need for a program to acquaint low-income families in the proper use of consumer finance and management of personal finances. There seems to be an unbelievable widespread lack of knowhow in this area.

Some sort of social services directory should be developed Statewide or regionwide; it would list government agencies and nonprofit and profit private agencies providing social services to the public including name, location, and the nature, purposes, and objectives of each agency. Such a directory would have educational and informational value and could result in the better utilization of existing agencies and resources and the elimination of unnecessary duplication of available services.

Summary of Significant Problem Areas

Key problems in housing. There is a need for public housing for low-income people, the aged, and others living in substandard dwellings. Some cities need an overall housing policy. Guidelines and housing and building codes are needed to prevent construction and realty companies from building too many cheap, two-story apartments.

Overcrowded housing exists in all counties, with a high percentage of substandard units. (Actual block or tract data could be compiled as further evidence.) There is a significant proportion of houses in a state of serious disrepair; inadequate and outdated planning and zoning laws have contributed to instant slums; high rents are charged for housing that is available; there seems to be no planned action for providing equal opportunity in housing. Housing for farm workers is generally very poor and completely outmoded; a high percentage of the farm labor houses are beyond repair.

Key problems in education. The inadequacy of county revenue to provide adequate public services is most evident in the field of public education. The effects of inadequate expenditures may be most dramatically shown in the qualifications of teachers employed. The bachelor's degree should be the absolute minimum standard; the range of the percentage of teachers with substandard preparation is as high as 30 percent in dozens of Tennessee's ninety-five counties. Considerable evidence can be presented to support the position that failure to provide adequate local revenue in the counties can be traced to lack of local effort rather than to lack of local ability. Only a relatively small percentage of income is being used to provide public education.

The public school systems in many areas are inadequate in many ways; they have limited curriculums, poor facilities, and inadequate funds. Most of the teachers in rural areas are natives, and they have had little opportunity to observe or work in an effective school system. Additional revenue is needed to secure better-qualified teachers, to replace poor facilities, and to provide expanded course offerings. There is a general need for an improved (realistic) educational system, with more counseling and guidance services, better occupational and vocational training, and loans or scholarships provided for deserving students to attend post-high school training programs. There is the serious problem of keeping youth (potential dropouts) in school long enough to qualify for existing opportunities, the problem of providing sufficient guidance services to youth, and the need for a broader vocational training base in high school.

School board members in Tennessee are elected by popular vote, by civil district. Because there is an absence of any constitutional or statutory statement of qualifications for county school board members, many do not possess a level of education or previous experience that would provide them with some basis for making judgments related to the operation of a school system.

Inservice continuing education for professional and subprofessional groups in various areas is needed (health-related occupational areas, social welfare occupational areas, community development occupational areas, home economics occupational areas, and the like).

There is a need for social work service administered by the public schools. School counselors or persons working as guidance counselors should be aware of family services available in the community, and they should know how best to bring the family service to the attention of the family when apathy or some other obstacle is present in the home situation. Family service personnel should do their part in making their physical presence known to appropriate school personnel.

Only a relatively small fraction of the number of handicapped children needing special education services are enrolled in special education programs in any of the counties. Programs for gifted pupils are nonexistent in the public schools of most counties. The development of programs for the mentally retarded is not making the progress desired.

Key problems in recreation. There is a need for expanded recreation facilities and facilities planning (advance land acquisition) and for expanded training programs for recreation personnel. Expanded recreation facilities, such as community centers, should be planned to provide for these groups: senior citizens, low-income families, youth, women and girls, and minorities. There is also a need for winter (indoor and outdoor) recreation facilities. There are few, if any, recreation facilities in small rural communities. There is a need for more trained park and recreation personnel; more use could be made of voluntary help. Lack of revenue to expand recreation programs, facilities, and personnel is the most difficult obstacle to solving these problems.

Business activities related to tourism and recreation should be expanded around the rivers, lakes, mountains, and national parks in Tennessee.

In years to come, the natural beauty and recreation potential of Tennessee could become its most valuable asset. Owners of tourist-recreation related businesses should begin a process of upgrading their facilities as soon as possible.

In some areas of Tennessee near the rivers and the lakes formed by the Tennessee Valley Authority, there is considerable "open space" water-wilderness-wildlife recreation acreage. Before these natural possibilities can be fully realized, access roads leading into the recreational areas must be improved; more day-use areas need to be developed around the lakes; select open space areas must be preserved through direct public acquisition, zoning, or other measures; and State-managed hunting areas must be increased.

Summary of Marginal Problem Areas

Key problems in transportation. Two main transportation problems are the delay in completing the Interstate Highway System, particularly in the major metropolitan areas and in the mountainous areas, and a dearth of mass transit innovation. Other transportation problems include inadequate or nonexistent planning, obsolete secondary road systems, lack of parking areas and facilities, congested traffic and poor traffic flow, inadequate system of truck routing through residential neighborhoods, absence of sufficient transmountain routes to break the bonds of isolation, and lack of rail, bus, and air services in most areas.

There is a need for improving traffic safety on highways and on streets in or near metropolitan areas; safety education is needed for the protection of juveniles using various types of motorized two-wheeled vehicles.

Improved bus service is needed, especially in "low-density" areas that normally do not pay a commerical operator to serve. Imaginative or innovative solutions need to be proposed that will result in expanded service on a paying basis. The use of minibuses, jeeps, or shuttle buses could provide intercity service in sparsely populated areas.

Key problems in health. Big health problems loom in the untreated sewage dumped in the rivers (inadequate sewerage disposal system), lack of proper drainage, water pollution, untreated or unapproved water drawn from wells and springs, inadequate refuse collection (garbage) and disposal systems, air pollution from rendering and chemical plants, road side dumps, poor sanitary conditions, inadequate septic tanks and tank pumping services, inadequate sewage treatment facilities, occasional flooding of septic tanks and field lines leading from such tanks, inadequate enforcement of immunization and animal control laws (especially in areas outside city limits), infrequent inspection of food handling establishments, and a lack of privies in some areas. An investigation should be made to determine whether health laws are in need of revision; there may be a need for improved mental health laws to protect the public from carriers of active tuberculosis.

Outside the metropolitan areas there is an insufficient number of medical doctors, dentists, and nurses for the population serviced. Most counties have less than one doctor or dentist per 1000 population; there is a shortage of registered nurses, with few men interested in such careers. There is a need for convalescent hospitals for the chronically ill (such as terminal cancer patients); nursing homes, hospitals or homes for the aged; facilities for the handicapped; facilities for mentally retarded children; more maternal and child health services; adequate hospital facilities for private psychiatric patients; adequate mental health facilities for the indigent; adequate dental care for the indigent; and, in general, new hospitals and additional medical staff in most of the counties.

The existing large number of overt dangers to public health (such as venereal disease and drug addiction) indicates that public health education programs need to be developed to supplement personal health education programs already existing in the public schools and elsewhere. Home safety education programs need to be developed.

Key problems in land use. Certain priorities in planning for land use in urban areas are needed to enhance future industrial and recreational development. These priorities include: providing for advanced land acquisition, developing service and industrial lands adjacent to and related to urban development, perserving prime waterfront industrial sites as a future employment base, providing quality services in urban areas, and preserving water quality for multiple use.

Conclusions

In conclusion, it was felt that there were certain causal factors underlying community problems identifying conditions which should be considered in the development of a Statewide, comprehensive, coordinated system of community service and continuing education programs. The summary of causal factors is representative of those conditions which exist in Tennessee and are not given in order of importance. Although this discussion is not necessarily all-inclusive, colleges and universities should be aware of these conditions in preparing proposals to solve key community problems which are identified as a result of this demonstration research project; the State Agency, too, needs to be aware of these conditions in determining the priorities for the development of community service and continuing education programs.

Urban, suburban, and rural areas of Tennessee will require different types of continuing education and community service projects. In general, the more urbanized areas have more problems (such as employment and youth opportunities) relating to rapid changes in population, governmental and nongovernmental services needed, poverty, and controls. Rural areas generally have problems related to outmigration, ability to provide services to citizens in a changing economic situation, and land use and full utilization of natural resources.

Additional demonstration or experimental research in techniques which will prove workable in future projects relative to community service programs is desirable. Information concerning the use of new ideas and concepts relative to continuing education and community service programs not currently available or in use in the State would be valuable. Use of existing facilities of colleges and universities as the vehicle to carry projects will strengthen roles of institutions of higher learning. The development of channels of communication between governmental officials, community leaders, members of numerous organizations and agencies, and staff members of the colleges and universities in Tennessee will result in closer ties with each other.

1. Citizens in Tennessee need a basic understanding of community development, its values to communities and areas, and its importance in today's rapidly changing political, social, and economic conditions. Crucial to the awareness and solution of the problems of local government is the provision of effective machinery for community planning and development, which includes the involvement of citizens in programs for improvement.

2. The smaller urban communities are burdened with a multitude of problems. Most of these areas have experienced some growth, but they still need a sizeable amount of economic advance to compete for new industry. Untrained or untrainable labor, low per capita income, shortages of housing, small or eroded tax bases, inadequate school systems, the absence of long-range economic and urban planning, conflicts between city and county governments, duplication of services by overlapping political subdivisions of governments, failure of county governments to provide adequately for necessary local government services, and shortages of professional and skilled personnel complicate orderly community development. Community action leadership training would be helpful in some cases.

3. The outmigration of population from rural areas to urban centers and suburban areas of Tennessee is a problem that must be coped with. The pressures of population growth and how to meet changes and relate the demands and desires of the new population to the already existing population in these cities are involved. Such things as adequate low-cost housing, schools, fire protection, police protection, and other public services are part of the problem. The need is to have citizens (and especially those in decision-making positions) understand how a satisfactory solution to the problem can be made.

4. Professional workers, especially in the sociological, economic, educational, and political science fields in various educational institutions as well as in private organizations, lack general contacts with each other and, above all, tend to need more understanding of the policies and programs of federal and State agencies working in the field. There is a need for all of these professional workers to understand these programs across the board, especially to bring about as good a coordination as possible and in the final analysis develop ways they can be used as efficiently as possible. New techniques for communicating with low-income families and hard-core poverty cases should be developed. Better communication with the indigent and long-range planning are needed to insure that existing public and private programs are used to their fullest capacity.

5. Colleges and universities should establish improved channels of communications with community leaders and community officials so that problem areas can be identified and suitable program recommendations can be extended to these leaders and officials by the institutions of higher education. City officials and other responsible decision-making citizens are in need of closer contacts between each other, and they especially need a good basic understanding of the policies and programs of the many new and varied federal and State programs that are in operation or could be put in operation if properly coordinated and made available to the people in prospective towns or areas. Working on a problem together improves the channels of communication.

6. Community leaders must recognize that education is the key to youth opportunity; and, in turn, youth opportunity is the key to future growth, economic development, and prosperity for Tennessee and its communities. Low income, inadequate education and training, and public complacency and lethargy lurk behind the majority of community problems. The statistical analysis of crime as reported by police suggests that poverty and inadequate economic and youth opportunities are basic causal factors. There is a correlation between overcrowdedness and poverty, and sociologists also believe a correlation exists between overcrowdedness (housing congestion) and juvenile delinquency and crime.

7. Absentee ownership of large tracts of land in outlying areas and speculative ownership of property inside or adjacent to small communities have restricted industrial and commercial development. Industrial and commercial expansion has also been hampered by a lack of coordinated planning at the county level. Public officials, community leaders, and business and industrial managers need assistance in making improvements in their operations so they can adjust to area industrialization. Owners of small businesses of all types need training and assistance in the basic procedures involved in operating a business establishment. There is a need for improved labor-management training.

8. An understanding of the pressures of increased population on land use, the wise use of natural resources, and the multiple use of natural resources as they pertain to areas and community development and planning is needed by many citizens and responsible officials. With the current emphasis on beauty, maintaining open land spaces, and forestry development, this is a problem that needs much and immediate attention. Planning regarding annexation and land use is out of focus; there seems to be little long-range perspective.

9. Small rural communities face the problem not only of land use change but also of human resource development. A serious gap exists between the qualifications and aptitudes of the existing labor force and the employment opportunities available; skilled labor is scarce, yet there is an oversupply of unskilled workers; the very poor are qualified only for unskilled or semi-skilled work, yet little of this labor is in demand; the poorly qualified person has little opportunity. This human resource development involves providing ways and means that people, accustomed to

a way of life that is fast diminishing in financial return, can be provided--through training and through the seeking of new industries--jobs that are satisfactory to them personally and financially. Of the people engaged in the three declining industries (agriculture, forestry and fishing, and mining), the number employed in agriculture is of considerable significance. Many areas in Tennessee have this problem of unemployment which is tied to the changes in employment opportunity and the ability of the rural labor force to adjust to opportunities.

Possible Types of Activities

The following list of possible types of activities is designed to supply proposal applicants with suggestions about the various ways continuing education and community service projects can be conducted.

1. Seminars, conferences, institutes, clinics, demonstrations, forums, or workshops on a local, regional, or Statewide basis.

2. Formal academic or nonacademic extension, correspondence, and continuing education courses taught off or on the college and university campuses.

3. Depth-training or inservice training programs, such as weekend or evening training for economic and leadership development, for school board members, and so forth.

4. Counseling, technical assistance, and consulting services which are not available elsewhere in form or subject matter.

5. Experimental or demonstration research programs, designed for pilot work or evaluation, or designed to identify and develop new, expanding, or improved approaches to the solution of community problems.

6. Mass media, such as radio and television, to provide supplemental work in addition to current uses of this method or type of activity.

7. Other innovative programs of instruction and study, including pilot educational work to motivate community groups in developing techniques for successful community action programs.

C. The State Agency determined that priority should be grouped during fiscal year 1967 into four basic areas of community problems: (1) Government and Community Affairs; (2) Community Economic and Leadership Development Services; (3) Community Health Services; and (4) Community Social, Cultural, and Recreation Services.

It is felt that emphasis in these areas deserves slight modification, in light of the summary and conclusions of the Statewide Report on the identification of community needs in Tennessee. Thus the State Agency has determined that priority should be grouped during fiscal year 1968 into three basic areas: (1) Community Economic and Human Resource Development

Services (covering the areas of employment, youth opportunities, poverty, and education); (2) Government and Community Development Services (covering the areas of government, housing, transportation, and land use); and (3) Community Health and Recreation Services.

The priorities were established by the State Agency on June 20, 1967, after consultation with the State Advisory Council, and with representatives of higher education. Due consideration was given to the existence of other federally financed programs dealing with similar and other community problems, and to the resources of institutions of higher education that are existent for, or adaptable to, the development and operation of community service programs related to specific aspects of the selected community problems.

D. The specific aspects of the comprehensive, coordinated, and Statewide system of Community Service and Continuing Education Programs for which financial assistance is requested for the fiscal year ending June 30, 1968, are described above. Because of uncertainty as to the final amount of federal funds which will be appropriated or available for Title I (and because of the uncertainity of knowing which matching arrangement--75-25 or 50-50--will be in effect for FY 1968 programming), the programming costs are shown as percentages of whatever amount will be available for Title I programs in Tennessee.

E. The State Agency solicited program proposals from all eligible institutions of higher education in Tennessee by letter on December 28, 1966, on March 14, 1967, and again on May 29, 1967, (to accompany the Statewide Report). Those institutions participating in fiscal year 1967 and others that expressed an interest in submitting proposals were furnished complete information on Title I as contained in the Tennessee State Plan. During the month of April, the State Agency staff visited the following colleges and universities:

Austin Peay State College, Clarksville
Bethel College, McKenzie
Carson-Newman College, Jefferson City
Columbia State Community College, Columbia
East Tennessee State University, Johnson City
George Peabody College for Teachers, Nashville
Knoxville College, Knoxville
Lambuth College, Jackson
LeMoyne College, Memphis
Maryville College, Maryville
Meharry Medical College, Nashville
Memphis State University, Memphis
Middle Tennessee State University, Murfreesboro
Morristown College, Morristown
Southwestern at Memphis, Memphis
Tennessee Agricultural & Industrial State University, Nashville
Tennessee Technological University, Cookeville
The University of Chattanooga, Chattanooga
The University of Tennessee, Knoxville
The University of Tennessee Martin Branch, Martin
The University of Tennessee Medical Units, Memphis

F. The final closing date for program proposal submissions to be funded for fiscal year 1968 is September 11, 1967. Approval to modify the procedure for developing the FY 1968 annual program amendment to the Tennessee State Plan was obtained by the State Advisory Council. The State Agency, with the advice of the State Advisory Council, will approve institutional proposals on October 27, 1967.

G. Notices of Activation of Community Service and Continuing Education Programs will be forwarded to the United States Office of Education, Division of Adult Education Programs, within 10-15 days after the approval of each program by the State Agency. (This official date of approval would be either October 27, 1967, or the date the State Agency is officially notified that this amendment is effective by the USOE, whichever is later. No program can be officially approved by the State Agency until this amendment has been legally approved by the Bureau of Adult and Vocational Education.)

H. The amount of federal funds requested in support of this Statewide system of Community Service and Continuing Education Programs is Tennessee's allocation of the Congressional appropriation for Title I. (For example, assuming that Congress appropriates the $16,500,000 as requested by President Lyndon B. Johnson in his FY 1968 budget message, Tennessee would receive an estimated amount of $320,000 in federal funds for FY 1968 program and administration costs.)

Anticipated Budget:

	Percent of Program Funds		
Program:	Federal	Matching	Total
1. Community Economic and Human Resource Development Services	40	40	40
2. Government and Community Development Services	50	50	50
3. Community Health and Recreation Services	10	10	10
Total	100	100	100

Administration:	Federal Funds	Matching Funds	Total Funds
Personnel Services	$15,212.50	$15,212.50	$30,425.00
Professional ($22,500.00)			
Non-Professional ($ 7,925.00)			
Employee Benefits	1,495.00	1,495.00	2,990.00
Travel (Staff and State Advisory Council)	1,750.00	1,750.00	3,500.00
Capital Equipment	250.00	250.00	500.00
Office Supplies and Materials	450.00	450.00	900.00
Communication	600.00	600.00	1,200.00
Miscellaneous	242.50	242.50	485.00
Total	$20,000.00	$20,000.00	$40,000.00

(NOTE: The non-federal amount for administration is based on the 50-50 matching arrangement now in force under present Title I legislation; should Congress restore the 75-25 matching arrangement, the federal funds will be $25,000.00 to be matched by $15,000.00 in general institutional funds.)

Plan

EXHIBIT A

TENNESSEE
EXECUTIVE CHAMBER
NASHVILLE

June 4, 1965

Dr. Andrew D. Holt, President
The University of Tennessee
Knoxville, Tennessee

Dear Dr. Holt:

In light of our recent correspondence and the discussions between our respective staff members, I feel that it is desirable that some tentative understanding be had with regard to pending Federal legislation upon matters affecting our State.

It is my understanding that two bills are now before the Congress that have impact upon our services to communities, businesses, and industries through new programs planned for institutions of higher learning in the various states. The Higher Education Act of 1965 (H.R. 3220) and The State Technical Services Act of 1965 (H.R. 3420) are both oriented toward assisting our institutions in giving broader services to these areas of our economy.

It is evident that both these bills require that the State designate the appropriate agency or institution to develop a satisfactory plan and to administer the program. Although these programs are still in "bill" form, I wish you to know of my intention to designate The University of Tennessee as the appropriate administrative agency with the responsibility for these required activities.

The General Extension Division and the Government-Industry-Law Center appear to me to be developed and logical units to conduct and coordinate such efforts. I realize that preliminary planning is necessary if we are to be prepared to take advantage of these programs upon passage and this is the reason for my action at this time.

I shall expect coordination with my staff in the development of the plans and in final approval of the determined objectives under these programs. I shall also expect that the capabilities of all institutions of higher learning both public and private, be utilized to the extent possible.

I would appreciate my staff being kept advised of the legislative progress of these bills and the development of your plans.

Sincerely yours,

Frank G. Clement

EXHIBIT B

July 12, 1965

MEMORANDUM

TO: The Academic Deans

FROM: Robert S. Avery

SUBJECT: Higher Education Act of 1965 -- Title I

Title I of the Higher Education Act of 1965 will provide funds for allotment to the states in support of new and expanded community service and continuing education programs. While the precise nature of specific projects to be funded will not be known until the two houses of Congress have reached agreement on Title I, it may be anticipated that this program will involve such matters as professional training and refresher programs, training and consultative services to state and local governments, training related to the aging and special programs for culturally disadvantaged adults, educational programs for women preparing to reenter the labor market, and special programs of a community service nature designed to meet the needs of urban and suburban communities.

The Division of University Extension has been asked to prepare a comprehensive plan of new educational programs and services which The University of Tennessee might undertake in these and related areas providing funds to support such efforts become available. Dean Arnold and members of his staff will be seeking the counsel of the deans and department heads in this undertaking. Such assistance as the deans may be able to provide in coordinating the resources of their respective staffs in this endeavor will be greatly appreciated.

RSA:kdb

cc: Vice President Spivey
Dean Arnold
Directors Gleaves, Hutchison, Wright

EXHIBIT C

September 9, 1965

To: Mr. Joseph E. Johnson
Executive Assistant to the President
The University of Tennessee

From: Division of University Extension

Subject: Progress Report: State Plan for Implementation of Title I Higher Education Bill

Acting upon instructions from the University Administration in late June, 1965, Dean J. E. Arnold, Division of University Extension, appointed a three-man committee to (1) study the implications of Title I for adult education in the state, (2) consult with as many academic deans and department heads as possible during the summer to sample their thinking about possible programs, (3) meet with the University Administration once or twice to inform it of progress, and (4) prepare a first draft of a comprehensive state plan by the middle of September, 1965.

As of this date, a thorough study of both the Senate and House versions of the bill has been made. Both houses have passed the bill, but results of joint conferences have not been released. The committee has proceeded generally under the terms of the House version. Two meetings have been held with administrative officials and some fifteen to twenty meetings with academic colleges and departments. A total of over 190 proposals has been received in writing from the faculty, and there are assurances that more will be forthcoming. Writing of the first draft of the state plan is now underway and will be completed by September 15. A meeting of all appropriate University officials to discuss the plan is scheduled for September 22, 1965.

Briefly, the approach of the committee was to identify persons who might contribute to the programming portion of a state plan, then to construct a summary of the House version of the bill and a short questionnaire on proposed programs. A lengthy topical outline of the entire administrative, developmental, and operational phases of the state plan was written and approved. Then the work of writing a complete state plan in finished form for administration scrutiny and amendment was undertaken during the first half of September. A number of administrative decisions must be made pertinent to the involvement of the state government and other colleges and universities in the state before a final state plan is written.

EXHIBIT D

The University of Tennessee
Knoxville
Office of the President

October 28, 1965

Dear President ________________:

Title I of the recently enacted Higher Education Act of 1965 provides, as you know, for the increasing involvement of institutions of higher learning in meeting the need for programs of continuing education directed toward the solution of community problems. Governor Clement has designated The University of Tennessee as the agency responsible for the planning, administration, and supervision of this program in our state.

It is the desire of the University to enlist the support and cooperation of our colleges and universities, both public and private, in the provision of new and extended educational services so vital to the welfare of our state and its citizens. The nature and extent of undertakings initiated under this act will be determined in no small measure, of course, by the capabilities and interests of the institutions willing to be involved and by the availability of funds both federal and matching. If there are areas in which your institution would be especially interested in developing programs covered by this act that are not currently offered through your ongoing program of extension and continuing education, I would be most pleased if you would inform Dr. James E. Arnold, Dean of our Division of University Extension. I am sure that either Dean Arnold or a member of his staff will be glad to visit your campus to explore this matter in further detail should you be interested in such a visit.

Through a cooperative effort, I know the public and private colleges and universities of our state can provide an effective comprehensive program of extended education. We shall certainly look forward to working with you or your designated representative.

Sincerely yours,

A. D. Holt
President

ADH:c

EXHIBIT E

List of Tennessee college and university presidents receiving Dr. Holt's letter of Oct. 28, 1965, concerning Title I of Higher Education Act of 1965:

Mr. Joe Morgan, President
Austin Peay State College
Clarksville

Dr. Roy N. Baker, President
Bethel College
McKenzie

Dr. Herbert C. Gabhart, President
Belmont College
Nashville

Dr. D. Harley Fite, President
Carson-Newman College
Jefferson City

Dr. LeRoy A. Martin, President
University of Chattanooga
Chattanooga

Brother Luke M., President
Christian Brothers College
Memphis

Dr. Robert G. Rayburn, President
Covenant College
Box 966
Chattanooga

Dr. Ernest L. Stockton, President
Cumberland College of Tennessee
Lebanon

Dr. Athens Clay Pullias, President
David Lipscomb College
Nashville

Dr. Burgin E. Dossett, President
East Tennessee State University
Johnson City

Dr. Theodore C. Mercer, President
William Jennings Bryan College
Dayton

Dr. Hollis F. Price, President
LeMoyne College
Memphis

Dr. L. C. Johnson, President
Free Will Baptist Bible College
3600 West End Avenue
Nashville

Dr. H. A. Dixon, President
Freed-Hardeman College
Henderson

Dr. Stephen J. Wright, President
Fisk University
Nashville

Dr. Felix C. Robb, President
George Peabody College for Teachers
Nashville

Dr. Horace N. Barker, President
Hiwassee College
Madisonville

Dr. Robert M. Bell, President
Johnson Bible College
Kimberlin Heights

Dr. R. T. L. Liston, President
King College
Bristol

Dr. James A. Colston, President
Knoxville College
Knoxville

Dr. James S. Wilder, Jr.
President, Lambuth College
Jackson

Dr. C. A. Kirkendoll, President
Lane College
Jackson

Dr. Edwin C. Rust, Director
The Memphis Academy of Arts
Overton Park

Dr. M. E. Broom, President
Southern College of Optometry
Memphis

Dr. Ray H. Hughes, President
Lee College
Cleveland

Dr. H. LaMarr Rice, President
Lincoln Memorial University
Harrogate

Dr. Horace R. Beckner, President
Madison College
Madison College

Dr. W. C. Westenberger
Martin College
Pulaski

Dr. Joseph J. Copeland
President, Maryville College
Maryville

Dr. Harold D. West, President
McHarry Medical College
1005 18th Avenue, North
Nashville

Dr. C. C. Humphreys, President
Memphis State University
Memphis

Dr. Quill E. Cope, President
Middle Tennessee State University
Murfreesboro

Dr. Dean E. Walker, President
Milligan College
Milligan College

Dr. Elmer P. Gibson, President
Morristown College
Morristown

Dr. Charles L. Dinkins, President
Owen College
P.O. Box 2653
Memphis

Dr. D. Dillon Holt, President
Scarritt College for Christian Workers
1008 - 19th Avenue, South
Nashville

Sister Albertus Magnus, President
Siena College
Memphis

Dr. C. N. Rees, President
Southern Missionary College
Collegedale

Dr. John D. Alexander, Jr., President
Southwestern at Memphis
Memphis

Dr. Walter S. Davis, President
Tennessee Agricultural and Industrial
State University
Nashville

Dr. Everett Derryberry, President
Tennessee Technological University
Cookeville

Dr. Lee Roberson, President
Tennessee Temple College
1815 Union Avenue
Chattanooga

Dr. Frank Gulley, Acting President
Tennessee Wesleyan College
Athens

Dr. William M. Greathouse, President
Trevecca Nazarene College
Nashville

Dr. Douglas G. Trout, President
Tusculum College
Greeneville

Dr. Francis E. Wright, President
Union University
Jackson

Dr. Edward McCrady, President
University of the South
Sewanee

Dr. Alexander Heard, Chancellor
Vanderbilt University
Nashville

EXHIBIT F

TENNESSEE
EXECUTIVE CHAMBER
NASHVILLE

December 29, 1965

Hon. J. Howard Warf, Commissioner
Department of Education
Cordell Hull Building
Nashville, Tennessee

Dear Commissioner Warf:

Earlier this year I designated the University of Tennessee as the agency to administer Title I, Community Service and Continuing Education Programs, of the Higher Education Act of 1965. This Act offers to Tennessee, through its colleges and universities, an opportunity for developing programs designed to assist in the solution of community problems, such as housing, poverty, recreation, employment, and related matters.

In an effort to utilize every available resource to implement this program, an Advisory Council is being appointed to work with the University of Tennessee. Although such a Council will have no official policy-making or supervisory responsibilities, it is felt that it can be of invaluable assistance to the University in the development of a State plan and in contacting organizations and institutions who may wish to participate in the program.

Dr. A. D. Holt, President of the University of Tennessee, and I would like to have you serve as a member of this important Council. While an effort will be made to keep the demands on the time of the members to a minimum, we do hope that you can attend called meetings and participate in individual consultations necessary for the successful development of this program. I understand that Dr. Holt will contact you directly as soon as the first meeting of this Council can be arranged and I am sure that he, and all others concerned with the success of this program, will appreciate your working with us in this effort.

We look forward to hearing from you at an early date.

Sincerely,

Frank G. Clement

EXHIBIT G

QUALIFICATION OF THE DESIGNATED AGENCY

In addition to being well qualified by virtue of its recognized position of leadership in the field of higher education, the University of Tennessee is fully qualified to administer a complex, multi-organizational financial program. It operates as a corporation under statutes of the State of Tennessee and its fiscal organization and administration is that comparable to other major complex institutions. Its accounting system meets fully the standards set out by the American Council on Education in its publication, Volume No. 1, College and University Business Administration. The records are audited annually by certified public accountants and/or the State Comptroller's audit staff. Being a Land-Grant College as well as the State University, the University has had a long experience in fiscal operations with the Federal Government and more particularly over the last twenty-five years has had thousands of contracts and grants with various federal agencies all of which have been handled satisfactorily from a fiscal viewpoint.

It is further stated that HEW Form 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, has been submitted for The University of Tennessee and for each participating institution as identified in the state plan.

Finally, it is here certified that The University of Tennessee and all participating institutions identified in this plan will together have available during fiscal 1966 from non-Federal sources for expenditure for extension and continuing education programs not less than the total amount actually expended by those institutions for extension and continuing education programs from such sources during the fiscal year 1965, plus an amount which is not less than the non-Federal share of the costs of community service programs for which Federal financial assistance is requested. The state agency has obtained all information including records documenting expenditures necessary to make the above-noted finding and that such documents are available to the Commissioner of Education upon request.

EXHIBIT H

TENNESSEE
EXECUTIVE CHAMBER
NASHVILLE

October 20, 1965

Dr. A. D. Holt, President
University of Tennessee
Knoxville, Tennessee

Dear Dr. Holt:

Based upon earlier correspondence and discussions between our respective staff members, I am officially designating the University of Tennessee to administer Title I, Community Service and Continuing Education Programs, of the Higher Education Act of 1965.

Several prominent people from the field of higher education and community services have been asked to serve on a special Council in an advisory capacity to the University of Tennessee toward the development of a State plan under Title I as required by the Act. A list of the proposed appointees is enclosed.

We look forward to progress being made in Tennessee through this plan. Mr. Roy S. Nicks, Special Assistant in my office, will be available to work with you and your staff in the development of this program whenever a need arises.

Sincerely,

Frank G. Clement

FGC:p

EXHIBIT I

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Washington, D. C.

March 24, 1966

Honorable Frank G. Clement
Governor of Tennessee
Nashville, Tennessee 37200

Dear Governor Clement:

This is with regard to your designation of the University of Tennessee as the State agency under Title I of the Higher Education Act of 1965.

We have received from Mr. Robert S. Avery, Assistant Vice President, University of Tennessee, biographical sketches for members of the State Advisory Council. We feel that the qualifications of the members and your designation of the University as the State agency, fulfill the statutory requirements.

The National Advisory Council on Extension and Continuing Education met recently in Washington, and regulations will soon be issued.

Your cooperation is very much appreciated.

Sincerely yours,

Harold Howe II
U. S. Commissioner
of Education

cc: Mr. Robert S. Avery

EXHIBIT J

June 14, 1966

TELEGRAM

To:
Dr. Jules Pagano, Director
Division of Adult Education Programs
Office of Education
Department of Health, Education and Welfare
Washington, D. C.

From: J. E. Arnold, Dean of University Extension

Subject: CLARIFICATION OF TENNESSEE STATE PLAN, TITLE I

Item 1: Page 11, Section 8 (Financial Administration), add before last paragraph:

The University of Tennessee as State administering agency will require a certified statement from each participating institution to assure that Federal funds allotted for the program will not be used to supplant State or local funds or funds of higher education institutions but will supplement and, to the extent practicable, increase the amount of such funds that would otherwise be made available for community service programs.

The State agency assures the Commissioner that the certification required under Sec. 173.22 of the Regulations will be forwarded to the Commissioner and the information upon which it is based will be retained by the State agency so as to be available to the Commissioner upon request.

Item 2: Page 9, Section 5 (Criteria for Program Proposals), delete Number 3: "must not be otherwise available under terms of other Federal programs" and renumber remaining items.

Item 3: Page 11, Section 7 (Evaluation and Reporting), add at end of section:

The State agency will submit to the Commissioner the reports enumerated in Regulation Sec. 173.20, and any other reports as the Commissioner may require to carry out his functions under the Act; and will maintain such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to substantiate and/or verify the information contained in the reports.

Item 4: Page 1, end of fourth paragraph, add:

The officer having authority to authorize expenditures under the plan is: Dr. Nolen E. Bradley, Director, Title I Programs, Higher Education Act of 1965, Division of University Extension, The University of Tennessee, Knoxville, Tennessee 37916.

EXHIBIT J - Page 2

Item 5: Page 11, end of first paragraph of Section 8, add:

The accounting basis used by the State agency is a combination of cash and accrual.

Item 6: Page 11, end of first paragraph of Section 8, and following Item 5, add:

The State agency will ascertain the accounting practice of each institution at the time of its selection for participation under the State plan and retain such information in the State agency.

Item 7: Page 11, end of Section 7, and following Item 3, add:

The State agency will keep accessible and intact all records supporting claims for Federal grants, or relating to the accountability of the State agency and participating institution of higher education for expenditure of such grants and the expenditure of matching funds, as required by Sec. 173.29 of the Regulations.

Item 8: Page 12, at the end of next to the last paragraph of Section 8, add:

Participating institutions will be audited upon completion of programs but not less often than annually, and copies of these audits will be available in the Office of the Director of Title I of the State agency.

Item 9: Page 7, Section 2 (Fiscal Control of the Program), add at end of section:

Indirect costs charged on the program of Fiscal 1966 will be in accordance with Bureau of the Budget Circular A-21 as amended.

Item 10: Proposal Number One, change name of program to read: "Demonstration Research Project on the Identification of Community Needs."

Change 4 (a), content area, to read: "a systematic study of selected communities in relation to the most pressing needs in such areas as housing, government, health, and land use."

Change 4 (c), purpose of the program, to read: "to demonstrate a method of action research that may be applied to a total State or region in terms of the investigation of community problems that could be solved by community service and continuing education programs."

Page 17, change Fiscal 1966--Program Number One to read: "a demonstration research project on the identification of community needs and existing resources conducted by The University of Tennessee with area cooperation of fifteen other participating institutions."

EXHIBIT K

STATE LAWS AND REGULATIONS GOVERNING PROCEDURES OF THE TENNESSEE STATE PLAN

The Charter and By-Laws of The University of Tennessee, as authorized for publication by the Board of Trustees and issued in May, 1959 (and as amended in June, 1965, and January, 1966), are incorporated into the Tennessee State Plan as Exhibit K.

Three copies of the Charter and By-Laws of The University of Tennessee, as submitted to the United States Office of Education, contain all State Laws and Regulations governing procedures of the Tennessee State Plan.

(Amended 10-7-66)

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(Amended 10-7-66)

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